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GENDER IDENTITY IN INDIVIDUAL COUNSELLING: A COMPARISON OF MALE AND FEMALE PERCEPTIONS OF CLIENT PROBLEMS AND COUNSELLOR RESPONSES

by

© LAUREL GAULD

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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IN

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ABSTRACT

The purpose of this study was to describe male and female perceptions of client problems and counsellor responses. Variation in subject responses over four experimental conditions that manipulated the gender arrangement of counsellor and client in an individual counselling setting was also explored. A pilot study was conducted to assess the suitability of the original research instrument and the revised questionnaires were administered to 127 University students (61 males and 66 females) between the ages of 18 and 25.

Findings indicated that the pattern of male and female response did vary. For example, vocational/academic problems ranked third overall. However, when gender of subject was considered, this category contained more male subjects' responses than female subjects' responses. Similarly, client-centered counsellor responses ranked fourth overall. When gender of subject was considered, however, this category ranked first in importance for female subjects. Only one male response was contained in this category. Variation in the pattern of male and female responses was also observed over the four experimental conditions. The findings of this study are discussed in light of male and female life cycle developmental theory and other empirical research.

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I. INTRODUCTION

> Suppose you were told that an infant had just been born and you were asked to predict what that person would be doing twenty-five years from today. Of course you would say that you had too little information to answer the question. If, on the other hand, one small piece of information was added--the fact that the newborn was a female--you would probably confidently predict that she would be a wife and mother in twenty-five years. (Unger, 1979, p. 15).

This scene aptly illustrates how quickly individual variability in personality traits, intelligence, racial or socio-economic identity and other characteristics become less important than sex category in determining the future of an individual. Gender is a primary category for the classification of self and others. The gender identity we acquire as we develop influences how we perceive ourselves, others and our world (Westervelt, 1973; Stoll, 1974; Unger, 1979). Although it is a function of sex (which refers to a group of physical characteristics), gender identity is a psychological and cultural concept. Westervelt (1973) explains that

> Gender identity emerges with the recognition of gender categories, then comes awareness of genital sex differences, then awareness of masculine-feminine stereotypes which are the products of ideologies. Gender identity is a basic source of valuing since individuals value that which is like themselves and see themselves as being or able to be like that which they value; otherwise, the level of cognitive dissonance would be intolerable. (p. 11).

The individual counselling session provides a context for a particular kind of human interaction to occur. Briefly described, individual counselling refers to a relationship

between a person who asks for help with a psychological problem (the client) and a person who is trained to provide that help (the counsellor) (Gilmore, 1973). As the relationship established between counsellor and client is thought to affect the counselling process, research that explores the nature of and influences on this relationship is of interest to the field of counselling psychology.

One variable which is of specific interest to this study and which is thought to influence the counselling relationship is gender identity. To date, empirical research in this area has asked two basic questions:

1. How does gender identity influence counsellor perception of and/or response to clients and their problems? (Broverman *et al*, 1970; Aslin, 1977; Tennies, 1980; Stearns, *et al*. 1980; Burghardt, 1982; Buczek, 1981; Solomon, 1981; Pfann, 1980).
2. How does gender identity influence client and/or potential client reaction to counsellors and the counselling relationship? (Rosen, 1967; Kolie and Bird, 1956; Fuller, 1964; Boulware and Holmes, 1970; Simon and Helms, 1976; Fabrikant, 1974; Bannikotes and Merluzzi, 1981; Basow, 1979; Carkhuff and Berenson, 1969; Hill, 1975).

Chapter 2 of this study reviews this body of literature.

A number of writers have stressed the need for further research in the area of gender identity and the individual counselling relationship. Tanney and Birk (1976) point out

that although the findings on sex bias in counselling are inconclusive, the concept of gender identity continues to stimulate theory and empirical research, suggesting the need for practicing counsellors to continually sensitize themselves to its inherent influence. Others illustrate how different research methodologies have produced different results (Melnick, 1975; Davidson and Abramowitz, 1980) and others suggest there is a need for research that uses non-reactive methodologies (Boulware & Holmes, 1970). Another observation of research in this area is the limited attention that has been given to the perceptions of men and women outside the counselling relationship. As counsellors and clients emerge from the larger population of men and women, research that probes current social awareness and perceptions of the counselling relationship among men and women in a broader social context can increase our awareness and sensitivity to gender identity. How do males and females who are not clients or counsellors perceive the counselling relationship? How is this perception influenced by the genders of the client and counsellor involved in this relationship? These questions were the interest of this study.

A. Purpose of the Study

The purpose of this study was to explore how gender identity influences perceptions of client problems and counsellor responses to these problems among adults who were

not clients or counsellors. The study was designed to encourage a free, unrestricted response from subjects. Subjects were asked to describe a problem they thought a client would bring to counselling and a response they thought a counsellor would give. Using this approach, the range of subject response was not limited and the underlying purpose of the study was not revealed through the use of lists of statements or multiple choice questions. More specifically, this study attempted to answer the following questions:

1. (a) What problems do male and female subjects perceive male and female clients to bring to male and female counsellors?
   (b) Do male and female subjects differ in their perceptions of client problems?

2. (a) What responses do male and female subjects perceive male and female counsellors to give to male and female clients?
   (b)Do male and female subjects differ in their perceptions of counsellor response?

3. What responses do male and female subjects perceive counsellors to give to client problems?

II. LITERATURE REVIEW

Chapter II will review literature that has explored how gender affects counsellor reactions to clients and client reactions to counsellors.

A. Counsellor Reactions to Clients in Counselling

The question of gender or sex bias by counsellors and its implications for clients has aroused the interest of many in the field of psychology. (Steinman, 1974; Chesler 1971; Chesler, 1973; Tanney and Birk, 1976; Carlson, 1981; Fabrikant, 1974; Keller, 1974; Westervelt, 1973). Since most consumers of mental health services are women, emphasis has been placed on exploring if gender or sex bias exists and how it effects female clients. Tanney and Birk (1976) provide a brief and excellent review of this research. They report that research methods are becoming more sophisticated and sensitive. Sex of therapist is no longer the main independent variable; age, experience level and theoretical orientation are but a few of the interactive dimensions being evaluated. Although findings are inconclusive they suggest continued research. Client perceptions and preferences for sex of counsellor need to be continually monitored, and consellors need to sensitize themselves to new knowledge of the psychology of women.

To a lesser extent, attention has been focused on males in light of the cultural, developmental and societal forces that operate in shaping the male identity (Collison, 1981;

Carlson, 1981; Chesler, 1980). Carlson (1981) points out that because the male gender identity is threatened by intimacy and relatedness, men are unlikely to select therapy which is perceived as a feminine process. Collison (1981) draws on psychological and sociological literature to outline the forces that operate in the lives of males and considers the implication and effect of male gender role as a part of the counselling process. Both these articles point to the need for research on gender awareness among men and counsellor training that would help men deal with the gender role expectations they have acquired. Although these investigators found no conclusive evidence for sex bias among therapists, they recommended continued research and counsellor training in gender role issues and the implications for the counselling process. Davidson and Abramowitz (1980) in a review of the empirical research on sex bias in clinical judgement state

> In the main, recent studies of bias in clinical judgement have yielded findings reminiscent of those of their predecessors. Clinical analogies have continued to produce unimpressive results, whereas naturalistic investigations have turned up more data consistent with sex bias formulations--a pattern more reassuring for its continuity than its accessibility to interpretation. Thus, although analogues suggest that patient gender has little impact on clinicians' reactions, naturalistic data continue to reinforce feminists' suspicions that it does" (p. 390).

Gender - Sex Bias in Counselling

This section will present some of the important research that has explored the impact of gender in

counsellor reactions to clients.

Broverman, Broverman, Clarkson, Rosenkrantz and Vogel (1970) gave a sex-role stereotype questionnaire consisting of 122 bipolar items to psychologists, psychiatrists and social workers. Each subject was given one of three sets of instructions:

1. describe a healthy, mature, competent adult
2. describe a healthy, mature, competent man
3. describe a healthy, mature, competent woman

The study found that clinicians' judgements about the mental health of individuals differed as a function of the persons evaluated. Behaviors and characteristics judged healthy for an adult, sex unspecified, resembled behaviors judged healthy for men, but differed from behaviors judged healthy for women. In essence they found that a different standard of mental health was applied for women than for men and for adults, sex unspecified, by all mental health professionals in the sample regardless of sex.

This classic study by Broverman *et al* has been replicated or revised and replicated by several other researchers and results that supported the original Broverman (1970) study were obtained. Aslin (1977) found female and feminist therapists maintained one standard of mental health. Their perceptions of mentally healthy adults, females, wives and mothers did not differ. Male therapists on the other hand perceived mentally healthy adults in more male valued terms than they perceived mentally healthy

females, wives and mothers. Wetmore-Foshay (1981) found that women school counsellors in Nova Scotia were more likely to use masculine traits to describe the healthy person of either sex. Tennies (1980) found that psychotherapists perceive typical female client problems as more directly tied to the feminine sex role stereotype than male client problems are to either the feminine or masculine sex role stereotypes. One final study by Hayes & Wolleat (1978) found counsellors regardless of sex tend to invest male and female clients having similar problems with different personality traits. Both male and female counsellors rated opposite sex clients as more deviant from cultural stereotypes.

Two studies that elicit serious question about the finding of sex bias by Broverman *et al* were done by Stearns,*et al* (1980) and Burghart (1982). Claiming that research on sexism among therapists was full of conceptual and methodological confounds, Stearns,*et al* (1980) conducted a study that systematically manipulated the specific client sex role related variables with case history and symptomatology and presented them to eighty-six psychotherapists via videotapes. Subjects viewed one of eight videotapes and completed a series of questionnaires. Overall findings suggested that therapist perceptions of client and expectations for client were not influenced by client sex and/or sex role conformity. Stearns,*et al* concluded that variables such as presenting problem, personal history and occupation have precedence over client

sex.

Demanding even more serious attention is a study by Burghart (1982). Through a critical analysis of the Broverman *et al* study, Burghart reveals and documents numerous flaws in the experimental design and statistical analysis. Replicating the Broverman study among Alberta clinicians, Burghart found descriptions of females were similar to the descriptions of males as often as were the descriptions male. She states

> The descriptions of males and females did differ in culturally expected directions. The magnitude of the differences did not support the charges of sex-role stereotyping made by Broverman *et al* (1970). (Burghardt, 1982, iv).

In a review of the published and unpublished studies of sex bias in counselling, Smith (1980) concluded that studies that demonstrate a bias of counsellors against women or against non-stereotyped roles for women are balanced by an equal number of studies that show the opposite condition.

Several other studies have tried to look at the existence or non-existence of sex bias among mental health professionals by using other research methodology. As most counsellors are likely to be aware of the sexism issue and may be subject to social pressure to prove they hold non-sexist attitudes towards clients, researchers argued that research methods that are not reactive to (i.e., do not elicit) socially desirable responses were warranted. Buczek (1981) used counselling analogues and employed internship Ph.D. students in Clinical Psychology in tasks of incidental

memory and question formulation to assess counsellor behavior towards a female and male client. Contrary to charges of sexism, counsellors were found to be equally attentive to the vocational concerns of a female and a male client. However, male counsellors asked significantly more questions related to social concerns of a female client than of a male client with the same concerns. Male and female counsellors also tended to recall fewer concerns of the female client and female counsellors remembered more client information. Solomon (1981) and Pfann (1980) looked at the relationship between sex role orientation and behavior in the counselling relationship. Their findings suggest that sex role and sex role attitude do effect counsellor behavior and may be important factors to attend to in counselling training. Another study by Ferguson (1980) which used simulated client profiles found counsellors did not respond to clients according to sex stereotypes except when clients expressed a non-traditional career choice.

Summary

In summarizing, the existence or non-existence of sex bias among counsellors continues to be an unresolved issue. Early research in the field has focused primarily on counsellor attitudes which did not necessarily indicate how individuals are going to behave in an actual counselling setting. Later research used analogues, videotapes and role playing to increase the approximation to the actual

counselling setting. Overall, the results are inconclusive. What researchers do agree on however, is the need for counsellor training and continuous examination of sex roles and their effects in the counselling environment.

B. Client and Potential Client Reactions to Counsellors and the Counselling Relationship

The possibility that the counselling relationship may be influenced by client preferences, perceptions, and expectations provides the rationale for a wide variety of studies. Rosen (1967) briefly overviews the literature on preferences of clients and potential clients with respect to the characteristics and procedures of counsellors and psychotherapists. He concludes that there are still gaps in this area of research. Preference for counsellors according to religion, race, marital status and physical attractiveness have been taboo variables in research. Knowledge of how these variables and other variables like gender are related to counselling processes and outcomes is limited. He also points out that most of the studies have relied on the correlational or sample survey design and the questionnaire method of data collection. Although these methods are useful for exploratory studies, Rosen suggests research using other approaches such as experimental design is needed.

Within the area of client perceptions, preferences and expectations, some researchers have dealt specifically with

how gender or gender in combination with other variables operates to influence client and potential client reactions to counsellors. This section of the literature review will describe the empirical research pertaining to the influence of gender on client reactions to the counsellor or the counselling process.

Client Preferences

Several studies have explored client and non-client preference for male and female counsellors. One initial and frequently cited study was done by Kolie and Bird (1956). In this study, the Mooney Problem Check List was used to gather information on freshman problems and freshman preferences for sources of help with problems. Findings indicated that:

1. women indicated more problems than men, particularly more of the highly personal kind;
2. most of the problems identified by both men and women appeared to be essentially psychological;
3. men were more likely than women to prefer help from no one, a student or their mother;
4. women were more likely than men to express no preference for sex of counsellor and were more likely to prefer a man counsellor than men were to prefer a woman counsellor;
5. students of both sexes were more willing to seek help from a counsellor of their own sex than from the opposite sex.

(pp. 105-106).

A similar study conducted by Fuller (1964) explored the question of preference regarding the sex of counsellor and if the preference varied with client sex and type of presenting problems. The study found that among those who indicated a preference, both males and females preferred male counsellors more frequently than they preferred female counsellors. Preference was expressed more frequently with personal problems than with vocational problems. With the small group of subjects who were tested for pre-and post-counselling preferences, Fuller found that both male and female clients who initially preferred female counsellors were more likely to change preference after counselling than those who initially preferred males. Fuller discusses his finding of preference for male counsellor in light of the greater prestige value assigned to the masculine than the feminine role. Research that has explored how males and females perceive themselves and each other and which lends support to Fuller's interpretation has been done by Edwins *et al* (1978); Wolf & Taylor (1977); MacBrayer (1960); McKee & Sherriffs (1959); and Sherriffs & McKee (1957).

Another study by Boulware and Holmes (1970) introduced a different methodology to explore how age and gender would influence client preference. They used slides to show the faces of potential therapists to students and found that older males were the preferred therapists in all cases

except for women with personal problems. These women tended to prefer older women. Simon (1973), also looking at age and gender, found male therapists were preferred to female therapists. With respect to age, he found 40-year-old therapists were preferred to 55-year-old therapists, who in turn were preferred to 25-year-old therapists.

In contrast to those studies finding preference for male counsellors, Simons and Helms (1976) found that college and non-college women preferred female counsellors to male counsellors on a number of hypothetical process measures such as willingness to disclose and counsellor competency. Interpretation of these results draws on feminist literature that suggests women clients have problems that are unique to women and therefore want to work with women (Simon & Helms, 1976; Westervelt, 1978; Fabrikant, 1974.)

Heemsbergen (1976) found males and females generally did not have preferences regarding the sex of counsellor. Given that many of the subjects in previous studies (Kolie & Bird, 1956; Fuller, 1964) did not indicate counsellor sex preference, there is support for this finding. When the problem concerned a male - female relationship, Heemberger found both males and females preferred a woman more than a man counsellor. Johnson (1978) studied student sex preferences and sex role expectancies for counsellors. The findings indicated that

> ...students with sex preferences tend to have more stereotyped expectations for both sexes of counsellors, whereas students who have no sex preferences tend to have similar sex role

expectations for both sexes of counsellors (p. 560). Johnson suggests that sex preference may indicate the type of counsellor role with which a person is comfortable.

Client perception of counsellors as a function of gender and related variables has been of interest to a few researchers. Goldberg (1978) had students complete one of four experimental protocols that varied the style and gender of the therapist. Findings indicated that responsive therapists were seen as more nurturing, and nonresponsive therapists were seen as more of an authority figure. Male therapists were seen as more of an authority figure than females, and nonresponsive female therapists were seen as the least nurturing. Interpreting these findings, Goldberg suggests that sex role stereotypes operate in the determination of subjects' impressions of therapists.

Banikotes & Merluzzi (1981) found female subjects' ratings of comfort in disclosing in the counselling situation were greater with female than male and greater with egalitarian than traditional counsellors. Female egalitarian counsellors were perceived as most expert, female counsellors as least expert and male traditional counsellors as least trustworthy. Banikotes & Merluzzi also suggest that sex role stereotypes operate in the determination of subject's impression of therapist.

Another study by Basow (1979) found that women rated careers described by a woman as having greater potential for advancement than the same careers presented by a man. This

finding again suggests the operation sex bias; however, sex bias was not found for five other factors that were measured.

Client Expectations of Counselling

How client expectations of counselling are influenced by gender has been explored by a few researchers. Tinsley & Harris (1976) found that females had a greater expectation of directiveness. Tinsley and Brenton (1978) found that students wanted or preferred more out of counselling than they expected. Students wanted more expertise, genuineness, trust and understanding from counsellors than they expected would be given. In contrast to Tinsley & Harris (1976), this study found that male students indicated a strong preference for a counsellor who would be genuine and female students strongly preferred a counsellor who would be directive. In a study that examined possible factors contributing to a client's desire to talk to a friend about personal or emotional problems, Parham & Tinsley (1980) found that females valued genuiness, trust, attractiveness, acceptance, openness, concreteness and nurturance, significantly more than males. Students turned to counselling psychologists when other sources of help were no longer sufficient, and they expected counsellors to be genuine, trustworthy, attractive, accepting and expert.

Carkhuff & Berenson (1969) in their exploration of the masculine and feminine traits demanded in the counselling

role provide some perspective on the image of the counsellor who might be able to meet client expectations. They suggest that counselling combines masculine and feminine traits. Counsellors who offer the highest levels of facilitative dimensions (feminine)also offer the highest levels of action-oriented dimensions (masculine). To respond to client expectations of directiveness and acceptance may require the development of the male and female in each person.

Gender and the Psychotherapeutic Process

A few researchers have tried to look at the effect gender has on the therapeutic process. Fuller (1963) tried to determine what gender meant to the actual behavior involved in the counselling session. He obtained tapes of counselling interviews and analyzed them to obtain client feeling expression scores. Findings indicated that female clients are more likely than male clients to express feelings. Client-counsellor pairs which included a female regardless of whether she was a client or counsellor were also found to produce significantly more client self disclosures than did all male dyads. Tanney and Birk(1974, p.29), cite a study by Brooks which investigated the interaction of client and counsellor sex and counsellor status on self disclosure, and found that female subjects were not, in general, more self disclosing than men, although they did reveal more to male counsellors than female counsellors. Supporting Fuller's (1963) results,

Brooks found that dyads containing a female produced more client self disclosure than all male dyads. Female clients also revealed more to female interviewers of lower status, although high status male interviewers elicited greater self disclosure than low status male interviews. (Tanney & Birk, 1976, p. 29). As both Fuller and Brooks based their findings on the initial segment of counselling interviews, the effects of counsellor sex on client self disclosure may dissipate quite quickly, thus limiting the generalizability of the results.

Hill (1975) examined the impact of counsellor sex as it interacted with experience level. She found that same-sex pairings had more discussion of feelings by both counsellor and client. She also found that counsellor activity patterns varied with the level of counsellor experience. Inexperienced males and experienced female counsellors were more active and empathetic and elicited more feelings from clients. Two other studies lend support for same-sex pairings. Howard *et al* (1970) found that female clients were more satisfied with female therapists in psychotherapy sessions. Kaschak (1978) found that the same-sex pairs were, according to clients, most likely to produce a positive therapeutic outcome. Scher(1975), on the other hand, studied the interaction of counsellor-client sex pairing with verbal activity, counsellor experience and success in counselling. The findings indicated that neither counsellor sex nor client sex was found to be a significant predictor of

counselling outcome.

C. Summary

The question of how gender affects client reaction to counsellors remains unanswered. The research presented in this section indicates that clients do have preferences for male or female counsellors, and that these preferences vary when looked at in combination with other variables such as age, experience, and counselling style. Although the relationships among client preferences, perceptions and expectations is not clearly established, it is assumed that having these considered in the counselling relationship would facilitate success. Support for continued research into how clients or potential clients react to the counselling relationship is found in the following quote by Collison (1981):

> Our gender role socialization enters counselling both as counsellor and as counsellee for we are men or women before during and after we are counsellors. (p. 219).

III. RESEARCH DESIGN AND METHODS

Chapter three describes the selection of subjects, the research instrument employed in the study, and the procedures undertaken for the collection and treatment of the data.

Data were collected from undergraduate students who were part of the Psychology Department's subject pool at the University of Alberta. Questionnaires which contained one of four possible experimental conditions were administered to each subject, in one of two data collection sessions. Based on the data collected in the questionnaires, code categories were developed to represent and describe subjects' perceptions of client problems and counsellor responses. The data were then read by three raters, who used the code categories to classify and describe the responses given by the subjects. The raters' coding of subject responses provided the basis for a composite description of each subject's perception of a client problem and counsellor response. The composite descriptions of a client problem and counsellor response were analysed to attain the findings presented in chapter four of this study.

A. Subjects

Subjects for this study were obtained through the Department of Psychology's subject pool, which consists of all students enrolled in Psychology 260 and Psychology 261 at the University of Alberta. The subject pool, as a source

of subjects was selected for the following reasons:

1. It provided sufficient numbers of subjects of both genders who were relatively homogeneous on relevant characteristics such as age and socio-economic status.
2. It provided an opportunity to sample a cross-section of the undergraduate students on campus, i.e., students from several faculties on campus participated in the study.
3. It provided a common motivation for participation in the study. Students were required to participate in three experiments in partial fulfillment of Psychology 260 or Psychology 261.

In order to obtain access to the subject pool, the procedures and requirements outlined by the Psychology Department and the Ethics Review Committee were met and followed.[1]

Students who were in the subject pool and who were between the ages of 18 and 25 were eligible to participate in the study. Although the sign-up book requested students to be Canadian citizens, no check was made to determine

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[1]A proposal outlining the study and the possible ethical issues involved had to be submitted to Dr. Mike Enzel, Chairman of the Ethics Review Committee. An article discussing the concepts used in the study was also submitted to be placed in the reserve reading room, pending approval. Other requirements involved the preparation of a ten question, multiple choice exam. Five of the questions were based on the experiment and five on the reserve reading. Part of the final exam in Psychology 260 and Psychology 261 required students to answer an exam about one of the experiments in which they participated. Specific procedures for sign-up and recording of subject participation were also followed.

whether the subjects were Canadian citizens.

Data were collected from 127 subjects,[2] 61 males and 66 females in two one-hour sessions. The age of the subjects ranged from 18 to 25 with two-thirds of the sample being 18 to 20 years of age. Half of the subjects were students in the faculties of Arts and Science. The rest were students in the faculties of Engineering, Nursing, Physical Education, Business, Agriculture and Forestry, Education, Home Economics and Law. None of the subjects were presently seeing a counsellor and only six had seen a counsellor in the last two years. A more detailed description of the subjects can be found in Appendix A.

B. Research Design

The study was designed to measure how subjects' perceptions of client problems and counsellor responses are affected by various gender arrangements of client and counsellor in an individual counselling setting. Gender of subject, client and counsellor were identified as the independent variables which operate to influence the dependent variables of perceived client problems and counsellor responses. For this study, these variables were operationally defined as follows:

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[2]Data was collected from 128 subjects, however one female subject was 32 years of age and has been excluded from the study on the basis that she did not meet the age criteria. A second consideration in excluding this subject was that she was currently seeing a counsellor, and the focus of this study is on the perceptions of those not involved in the counselling relationship.

1. Gender of Subject: The written response of male or female given by the subject on the questionnaire.
2. Gender of Client: consists of the graphic representation of a male or female person in an illustration and the accompanying written identification of that man or woman as the client.
3. Gender of the Counsellor: consists of the graphic representation of a male or female person in an illustration and the accompanying written identification of that woman or man as the counsellor.
4. Client Problem: The composite description of a client problem. This description summarizes and reflects the strongest major code category agreement among the raters' descriptions of the client problem presented by the subject.
5. Counsellor Response: The composite description of a counsellor response. This description summarizes and reflects the strongest major code category agreement among the raters' descriptions of the counsellor response presented by the subject.

Table III.1 illustrates the experimental design. Through random assignment, subjects received a questionnaire which contained illustrations representing one of the four possible client-counsellor gender arrangements. All subjects were to read the questionnaire and respond to two open-ended questions. The design allows exploration of how perception may vary over the different conditions.

TABLE III.1
EXPERIMENTAL DESIGN

Subj. Gender	No. of Subjs.	Condition Number	Client Gender	Counsellor Gender	Client Problems	Counsellor Responses
Female	17	I	Female	Female	?	?
Male	16	I	Female	Female	?	?
Female	16	II	Female	Male	?	?
Male	15	II	Female	Male	?	?
Female	17	III	Male	Female	?	?
Male	15	III	Male	Female	?	?
Female	16	IV	Male	Male	?	?
Male	15	IV	Male	Male	?	?

C. Research Instrument

No existing instrument was available to accommodate the purposes of this study, so an original questionnaire involving illustrations and open-ended questions was developed to stimulate and elicit subject perceptions of client problems and counsellor responses.

Illustrations were selected as the medium to portray the gender arrangements possible in the individual counselling setting. Alternative media such as photographs, actors or real life offered less control over the non-verbal messages inherent in a given situation. Norman Greer, a fourth year student in the Faculty of Fine Arts (graphic art and design), was contracted to sketch eight illustrations. For each of the four gender arrangements possible in an individual counselling context, there were two illustrations. One illustration was of the male or female client presenting a problem while a male or female counsellor listened. The second illustration was of a male or female counsellor responding to the client and the problem while the male or female client listened. In order to increase the continuity among the illustrations, and reduce the possibility of variables other than gender operating to influence a subject's perception of client problems and counsellor responses, the following criteria were established:

1. The surrounding environmental arrangements were to be the same in all situations, i.e., picture, table, plant

and chair positions were the same.

2. Body positions of the people were to be parallel, i.e., clients presenting problems, counsellors responding to problems and clients listening to counsellor's responses were in similar-parallel positions throughout all the conditions.
3. Both clients and counsellors were to be dressed casually and be of a similar age group.
4. An attempt was made to keep facial expressions neutral.
5. Four characters were used, with the same male and female characters being clients throughout the conditions and the same male and female characters being counsellors.

Two open-ended questions were developed in order to elicit subject perception of the client problems and counsellor responses for the four experimental conditions (client/counsellor gender arrangement). In each experimental condition the wording of the questions was essentially the same, except for the gender-appropriate pronouns.

In addition to the illustrations and open-ended questions which comprised the experimental component, each questionnaire had the same title page, introduction, instructions, subject information section and concluding page. Examples of the questionnaires and the four experimental conditions are contained in Appendices B, C, D and E.

D. Pilot Study

Prior to data collection, a pilot study was conducted to determine if the original instrument developed would be effective in eliciting the kind of responses required for the purposes of the study. The purpose of the pilot was:

1. To determine if the instructions in the questionnaire were clear and easy to understand.
2. To determine if students would have problems thinking of responses to the open-ended questions asked.
3. To explore the possibility of there being anything in the questionnaire which stimulated their response.

A group of twenty undergraduate students (18 women and 2 men) in an Educational Psychology seminar participated in the pilot study. The pilot study affirmed that the instructions for the study were clear and that people did not have difficulty thinking of responses to the open-ended questions. Responses from the group were well developed and represented a variety of client problems and ways in which a counsellor might respond. All responses were also completed within the half hour time limit set out in the instructions.

One factor which did surface during the pilot study was the influence of the non-verbal component contained in the illustrations. For some subjects, illustrations determined their choice and description of client problem. For example, the male client in Condition III was perceived to be angry or anxious. This perception influenced how the student described the problem and the counsellor response. In

discussing further the role of the illustrations, it seemed that a few subjects focused on body posture, facial expressions, and other cues in the illustrations, in order to formulate their responses, while others used the illustrations only as a reference point for context.

Based on feedback from the pilot study, the illustrations were revised to neutralize facial expressions and relax body positions. The illustrations contained in Appendices B to E are the results of these revisions.

E. Data Collection Procedures

Sign-up books, one for males and one for females, were placed in a location designated by the Psychology Department one week prior to the experiment date. The books provided space for sixty males and sixty females to sign up for a group experiment and de-briefing session. Students in the subject pool who were Canadian citizens between the ages of 18 and 24 could choose to participate in the experiment.

Two data collection sessions were held and attended by a total of 127 subjects, 61 males and 66 females. Questionnaires had been divided into two piles (male and female) with the four experimental conditions occurring in rotation throughout. In the first session, the questionnaires were distributed to the subjects. In the second session, subjects were asked to take a questionnaire from the gender-appropriate pile. In both sessions, these procedures accomplished the task of randomly assigning

subjects to conditions. A fellow graduate student was present at both data collection sessions to assist with the paper work required by the Psychology Department and to help administer the questionnaires.

After the questionnaires were distributed, the experimenter welcomed the participants and then read aloud the common introduction contained in the questionnaire. Subjects were told that they had one half hour to complete the questionnaire and that a de-briefing session would follow.

The debriefing session following contained three components: a self-report component where subjects were asked if there was anything in the questionnaire which triggered their responses (see Appendix F); the de-briefing component where the subjects were informed of the purpose of the study, the independent and dependent variables, the four experimental conditions and the type of findings which the study might provide; and the final component which gave information on how to obtain further information pertaining to the study and answered participants' questions.

F. Classifying and Describing The Data

Based on key ideas, situations and behaviors expressed in the subjects' responses, code categories were developed.[3] The major categories developed to reflect

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[3]Bob Fischer, a psychologist at the University of Alberta Student Counselling Services, was particularly helpful in suggesting categories that represented client problems and counsellor responses which subjects had described.

subject description of client problems were: intrapersonal, non-marital interpersonal, marital, other family, vocational-academic, and other. Appendix G contains a complete list of the code categories for client problems with a more detailed itemization of the types of problems which were included under these major categories. The major categories developed to reflect the counsellor responses described by the subjects were: client-centered, analytic, positive thinking, solution, and other. A detailed list of the counsellor responses included under these major categories is contained in Appendix H.

Once code categories had been established, three graduate students in counselling psychology were recruited to read the subject responses and to describe the content using the codes. The rater was to read the whole response which a subject gave for a question before selecting categories. Major categories that described the responses in general were to be determined before choosing a within-category code. A maximum of two major categories were to be selected to describe the client problem or the counsellor response which the subject had written about. If one category was sufficient to describe the content, then only one category was named. Appendix I is a sample of a subject's response and how it was described by the three raters.

Based on the six possible descriptors of a client problem or a counsellor response provided by the raters,

composite descriptions were derived. The purpose of the composite description was to summarize and reflect the strongest major code category agreement among the raters' descriptions of the subjects' responses. Appendix J contains the code categories for the composite description of client problems and counsellor responses. In applying these categories the following criteria were used:

1. One major code category must occur in the rater's description of an item (client problem or counsellor response) a minimum of three times out of a maximum six in order for rater agreement to occur. For example, if 11,21 - 13,32 - 22,11, occurred as the rater descriptions of a client problem then major category one would be selected as the composite description of the problem. If 11,21 - 11,32 - 41,00 occurred as rater descriptors, there would no-rater-agreement on this item.
2. Alternatively, two major codes must occur twice, representing four out of possible six descriptors in order for rater agreement to occur. For example if 11,00 - 21,11 - 32,23 occurred as the raters' description of a counsellor response, there would be an agreement on major category one with major category two and a composite description could be selected.

The Statistical Package for the Social Sciences (Norman, 1975) was used to crosstabulate the composite descriptions of client problems and counsellor responses

with the gender variables to obtain the findings presented in Chapter IV. For the purpose of analysis, items that raters agreed were facetious and items where no-rater-agreement occurred were not included.

G. Inter-rater Reliability

The procedure of having three raters describe the raw data was implemented to reduce researcher bias and to increase the reliability of the research. Two female and one male graduate students in the department of Educational Psychology (counselling) were recruited to rate the data. One student had previous rating experience and all three students were at a similar level of counselling knowledge and experience. An orientation meeting was held to explain the code categories and establish common procedures to be used in rating subject responses. It was agreed that the raters would read a subjects total response to a question before selecting the two best code categories to describe the response. During this meeting each student rated three questionnaires and discussion and clarification of problems that arose followed. At the conclusion of the orientation meeting the raters were each given a portion of the questionnaires to rate in their own time. The questionnaires were rotated among the raters untill all three had read and rated each one.

In order to determine inter-rater reliability, the percentage agreement between raters was calculated. Due to the many components that were often contained in a subject's description and the option for raters to choose only one code category, raters had to be in agreement on a minimum of one out of a maximum of two major category descriptions. Shared zeros in a description did not count as an agreement. Applying these criteria the agreement between raters was calculated as follows:

1. Rater 1 and Rater 2 agreed on the client problem in 96.1% of the cases. On counsellor responses they agreed in 87.4% of the cases.
2. Rater 1 and Rater 3 agreed on the client problem in 90.6% of the cases. On counsellor responses they agreed in 85.8% of the cases.
3. Rater 2 and Rater 3 agreed on the client problem in 93.7% of the cases. On counsellor responses they agreed in 87.4% of the cases.
4. The average rater agreement on client problems was 93.5%. For counsellor responses the average rater agreement was 86.9%.

A second indicator of rater agreement was the number of times composite descriptions were identified. For client problems, there were four occurrences of no rater agreement out of 127 cases. In describing client problems, agreement among the raters was such that composite codes were identified in 96.85% of the cases. For the counsellor

responses there were 7 occurrences of no rater agreement out of 127 cases. In describing counsellor responses, agreement among the raters was such that composite codes were identified in 94.5% of the cases.

In both these measures of rater agreement the proportion of agreement was high, supporting the argument that raters did agree about the basic nature of the client problems and counsellor responses presented. The lower percentage of agreement on counsellor responses could be due to the complex responses subjects gave. Raters had a difficult time reflecting all the components of the subjects' responses in two descriptions. In subject responses where many components were present, there was more variability among the raters in choosing which ones were most important.

H. Summary

In summary, this chapter described the selection of subjects, the research instrument employed in the study and the procedures undertaken for the collection and treatment of the data. The composite descriptions of client problems and counsellor responses based on the description of the raw data by three raters were the operational definitions of the dependent variables, client problems and counsellor responses used in this study. These variables were crosstabulated with the independent gender variables to obtain the findings presented in the following chapter.

IV. RESULTS

Chapter IV presents how the client problems and counsellor responses described by subjects were distributed among the composite problem and response categories when gender of subject, client and counsellor were considered. How counsellor response categories were distributed over client problem categories will also be presented. The Statistical Package for Social Sciences (Norman *et al* 1975) was used to crosstabulate the independent variables of gender of subject, client and counsellor with the dependent variables of client problem and counsellor response.

A. Client Problems

As outlined in Chapter III, the client problems described by subjects were assigned to a composite problem category based on agreement among raters. These categorical descriptions of client problems were crosstabulated with the gender variables to obtain the findings presented in this chapter. For the purposes of clarity and easy reference, the client problem categories are stated and briefly described below:

1. Intrapersonal Problems: Problems that occurred within the individual and were manifested through their feelings and attitudes. Most of these problems portrayed the individual's concern about an internal state of anxiety, depression or anger that was not related to a specific context or relationship. General feelings of

inadequacy (poor self esteem and lack of self confidence) and confusion (unsure of self identity amid a chaotic world or lack of personal meaning and direction) were other intrapersonal problems.

2. Non-marital Interpersonal Problems: Problems that occurred within a social context. Relationship problems with friends or intimate others and feelings of low self confidence or anxiety that made social situations difficult, were the main problem sources. To a lesser extent, sex role expectations were also a source of interpersonal conflict.

3. Marital Problems: Problems that occurred in the context of a marriage relationship. The problems in this category centred around poor communication, external stresses, like working, that resulted in marital conflict and issues concerning marital breakdown and divorce.

4. Family Problems: Problems that occurred in context of a family and were not specific to the marital relationship. Parent problems with children or *vice versa* were characteristic of this category. Other problems included the stress of balancing child rearing and domestic responsibilities with other responsibilities, and the difficulties of going through

a transition in the pattern of living together.

5. Vocational/Academic Problems: Problems that occurred in the educational or career domain of the individual's life. Stress of the job or academic life was a major problem presented in this category. Other problems included making a career or academic decision, difficulties getting along with others on the job, needing employment information and being unemployed.

6. Other Problems: Problems like alcohol and drug abuse that were presented as the singular problem or in relationship to its effect on family, friends and self.

7. Intrapersonal With Non-Marital Interpersonal Problems: Problems where the individual's emotional state was described in light of how it was affecting relationships with others.

8. Intrapersonal With Marital Or Family Problems: Problems where the individual's emotional state or feelings about self were also producing problems in the marital or family relationships.

9. Other Vocational/Academic Problems: Problems where a vocational academic problem was effecting another domain of the individual's life. For example, unemployment may

produce conflict in the marriage or family.

10. Marital With Family Problems: Problem situations that affect both the marital relationship and the family.

11. Facetious: Problems presented by subjects that reflected that they had not taken the study seriously and had tried to be amusing or sarcastic.

12. No-Rater-Agreement: Problems where there was no agreement among the raters as to which major category best described the situation presented.

Prior to crosstabulation, those problems that had been categorized as facetious or no-rater-agreement were excluded from the sample. Seven cases were excluded in total, three facetious and four no-rater-agreement. It is interesting to note that all three subjects who provided facetious responses were male, and three of the four no-rater-agreement descriptions were given by male subjects. The exclusion of these responses left 55 male subjects and 65 female subjects in the sample. To accommodate this imbalance, percentages rather than the raw frequencies will be used to present and discuss findings.

The Distribution of Client Problems

Table IV.1 presents the occurrence of client problems elicited from the subjects who participated in this study.

TABLE IV.1
THE DISTRIBUTION OF CLIENT PROBLEM BY GENDER OF SUBJECT

CLIENT PROB. CATEGORY	MALE FREQ. RESP.	MALE % RESP.	FEMALE FREQ. RESP.	FEMALE % RESP.	TOTAL FREQ. RESP.	TOTAL % RESP.
Intrapersonal	15	27.3	26	40.0	41	34.2
Marital	11	20.0	9	13.8	20	16.7
Voc./Acad.	11	20.0	5	7.7	16	13.3
Non-marital Interpersonal	4	7.3	7	10.8	11	9.2
Family	4	7.3	7	10.8	11	9.2
Intrapersonal & Non-maritalInterpersonal	2	3.6	5	7.7	7	5.8
Intrapersonal Marital Or Family	4	7.3	1	1.5	5	4.2
Voc./Acad. WithAnother Category	2	3.6	2	3.1	4	3.3
Other (Alcohol & Drug)With Another Category	2	3.6	2	3.1	4	3.3
Marital & Family	0	0.0	1	1.5	1	0.08
TOTAL	55	100	65	100	120	100

The first five categories contain 82.6% of subject responses. In reading this table it is interesting to note how the rank order of the problem categories change when the gender of subject is considered. For female subjects, the vocational/academic category contains only 7.7% of the female responses and shares the fifth rank with another client problem category. In contrast the vocational/academic category contains 20% of the male responses and shares the second rank with another category.

Another interesting observation is the percentage of male and female responses in the intrapersonal problem category. For male subjects, 27.3% of their responses described intrapersonal problems while for female subjects, 40% of their responses described intrapersonal problems. Similarly, marital problems received 20% of the male responses and only 13.8% of the female subject responses.

Client Problems When Controlling For Gender Of Client

The distribution of client problems while controlling for the gender of client is summarized in Table IV.2. In scanning this table one can observe that the rank order of client problems changes with the gender of the clients. When the illustrated client was male, intrapersonal ranked first, vocational/academic second and marital third for both male and female subjects. When the illustrated client was female, the order was intrapersonal, marital and vocational/academic for both male and female subjects. Considering gender of

TABLE IV.2
DISTRIBUTION OF CLIENT PROBLEMS: CONTROLLING FOR GENDER OF CLIENT

CLIENT PROB. CATEGORY	MALE CLIENTS						FEMALE CLIENTS					
	M SUBJS.		F SUBJS.		TOTAL		M SUBJS.		F SUBJS.		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Intrapersonal	9	34.6	10	30.3	19	32.2	6	20.7	16	50.0	22	36.1
Marital	3	11.5	5	15.2	8	13.6	8	27.6	4	12.5	12	19.7
Vocational/Academic	7	26.9	4	12.1	11	18.6	4	13.8	1	3.1	5	8.2
Non-marital Interpersonal	2	7.7	5	15.2	7	11.9	2	6,9	2	6.3	4	6.6
Family	2	7.7	4	12.1	6	10.2	2	6.9	3	9.4	5	8.2
Intrapersonal and Marital Interpersonal	1	3.8	2	6.1	3	5.1	1	3.4	3	9.4	4	6.6
Intrapersonal and Non-Marital or Family	0	0.0	1	3.0	1	1.7	4	13.8	0	0.0	4	6.6
Voc/Acad with Another Category	0	0.0	1	3.0	1	1.7	2	6.9	1	3.1	3	4.9
Other	2	7.7	1	3.0	3	5.1	0	0.0	1	3.1	1	1.6
Marital and Family	0	0.0	0	0.0	0	0.0	0	0.0	1	3.1	1	1.6
TOTAL	26	100	33	100	59	100	29	100	32	100	61	100

subject while controlling for the gender of client, the following observations can be made:

1. Male subjects described more intrapersonal problems when the client was male (34.6%) than when the client was female (20.7%).
2. Female subjects described more intrapersonal problems when the client was female (50%) than when the client was male (30.3%).
3. Male subjects described more marital problems when the client was female (27.6%) than when the client was male (11.5%).
4. Female subjects described a similar proportion of marital problems for both male and female clients (15.2%, 12.5%).
5. Male subjects described more vocational/academic problems when the client was male (26.9%) than when the client was female (13.8).
6. Female subjects described more vocational/academic problems when the client was male (12.1%)than when the client was female (3.1%). It should be noted that the vocational/academic problem category contains 11 male subject and only 5 female subject responses.

Client Problems When Controlling For Gender Of Counsellor

The distribution of client problems while controlling for the gender of counsellor is summarized in Table IV.3.

TABLE IV.3
DISTRIBUTION OF CLIENT PROBLEMS: CONTROLLING FOR GENDER OF COUNSELLOR

CLIENT PROB. CATEGORY	MALE COUNSELLOR						FEMALE COUNSELLOR					
	M SUBJS.		F SUBJS.		TOTAL		M SUBJS.		F SUBJS.		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Intrapersonal	8	29.6	10	32.3	18	31.0	7	25.0	16	47.1	23	37.1
Marital	6	22.2	6	19.4	12	20.7	5	17.9	3	8.8	8	12.9
Vocational/Academic	5	18.5	3	9.7	8	13.8	6	21.4	2	5.9	8	12.9
Non-marital Interpersonal	2	7.4	2	6.5	4	6.9	2	7.1	5	14.7	7	11.3
Family	2	7.4	3	9.7	5	8.6	2	7.1	4	11.8	6	9.7
Intrapersonal and Non-Marital Interpersonal	1	3.7	2	6.5	3	5.2	1	3.6	3	8.8	4	6.5
Intrapersonal and Marital or Family	1	3.7	1	3.2	2	3.4	3	10.7	0	0.0	3	4.8
Other Voc./Acad.	1	3.7	1	3.2	2	3.4	1	3.6	1	3.6	2	3.2
Other	1	3.7	2	6.5	3	5.2	1	3.6	0	0.0	1	1.6
Marital and Family	0	0.0	1	3.2	1	1.7	0	0.0	0	0.0	0	0.0
TOTAL	27	100	31	100	58	100	28	100	34	100	62	100

When the illustrated counsellor was male, intrapersonal, marital, vocational-academic were the three most frequently occurring problem categories for both male and female subjects. When the counsellor was female, intrapersonal problems ranked first and marital and vocational-academic problems were tied for second rank. Considering gender of subject while controlling for the gender of counsellor, the following observations can be made:

1. Female subjects described more intrapersonal problems when the counsellor was female (47.1%) than when the counsellor was male (32.3%).
2. Both male and female subjects described a similar percentage of clients bringing marital problems to a male counsellor (22.2%, 19.4%). When the counsellor was a female however, 17.9% of the male subjects and 8.8% of the female subjects described marital problems. Thus,female subjects described more marital problems to male counsellors while male subjects described marital problems to both male and female counsellors.
3. Male subjects described a similar percentage of clients bringing vocational/academic problems to male and female counsellors (18.5%,21.4%). Female subjects also described a similar percentage of clients bringing vocational/academic problems to male and female counsellors (9.7%,5.9%). However, male subjects gave more responses in this category.

Client Problems When Controlling For The Gender Of Client And Counsellor

The distribution pattern for client problems while controlling for the gender of the client and the gender of the counsellor is summarized in Table IV.4. Although the number of subjects contained in each condition of this crosstabulation was small, it is this distribution that provides a comprehensive look at how the pattern of client problems varies, when gender of client, counsellor and subject are considered.

When gender of subject is considered across the four client/counsellor gender arrangements, the following patterns of response distribution can be observed.

1. Intrapersonal Problem Pattern
   a. Female subjects saw female clients discussing intrapersonal problems more frequently with female counsellors (58.8%) than with male counsellors (40%).
   b. Male subjects saw female clients discussing intrapersonal problems more frequently with female counsellors (25%) than with male counsellors (15.4%).
   c. Female subjects saw male clients discussing intrapersonal problems more frequently with female counsellors (35.3%) than with male counsellors (25%).
   d. Male subjects saw male clients discussing

TABLE IV.4
DISTRIBUTION OF CLIENT PROBLEM WHEN CONTROLLING FOR GENDER OF CLIENT AND GENDER OF COUNSELLOR

	C I F CLIENT, F COUNSELLOR						C II F CLIENT, M COUNSELLOR						C III M CLIENT, F COUNSELLOR						C IV M CLIENT, M COUNSELLOR					
CLIENT PROB. CATEGORY	M		F		TOTAL		M		F		TOTAL		M		F		TOTAL		M		F		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Intrapersonal	4	25.0	10	58.8	14	42.4	2	15.4	6	40.0	8	28.6	3	25.0	6	35.3	9	31.0	6	42.9	4	25.0	10	33.3
Marital	3	18.8	2	11.8	5	15.2	5	38.5	2	13.3	7	25.0	2	16.7	1	5.9	3	10.3	1	7.1	4	25.0	5	16.7
Voc./Acad.	3	18.8	1	5.9	4	12.1	1	7.7	0	0.0	1	3.6	3	25.0	1	5.9	4	13.8	4	28.6	3	18.6	7	23.3
Non marital Interpersonal	1	6.3	2	11.8	3	9.1	1	7.7	0	0.0	1	3.6	1	8.3	3	17.6	4	13.8	1	7.1	2	12.5	3	10.0
Family	1	6.3	0	0.0	1	3.0	1	7.7	3	20.0	4	14.3	1	8.3	4	23.5	5	17.2	1	7.1	0	0.0	1	3.3
Intrapersonal With Non-marital Interpersonal	0	0.0	2	11.8	2	6.1	1	7.7	1	6.7	2	7.1	1	8.3	1	5.9	2	6.9	0	0.0	1	6.3	1	3.3
Intrapersonal With Marital Or Family	3	18.8	0	0.0	3	9.1	1	7.7	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	3.3
Other Voc./Acad.	1	6.3	0	0.0	1	3.0	1	7.7	1	6.7	2	7.1	0	0.0	1	5.9	1	3.4	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	3.6	1	8.3	0	0.0	1	3.4	1	7.1	1	6.3	2	6.7
Marital With Family	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	16	100	17	100	33	100	13	100	15	100	28	100	12	100	17	100	29	100	14	100	16	100	30	100

intrapersonal problems more frequently with male counsellors (42.9%) than with female counsellors (25%).

This distribution of intrapersonal problems over the experimental conditions suggests that while both male and female subjects perceived that intrapersonal problems were the main motivation for a client to seek counselling, a greater proportion of the female subjects' responses were in this category. A pattern that suggests females saw female clients presenting intrapersonal problems to female counsellors and males saw male clients presenting intrapersonal problems to male counsellors, emerged from the distribution. It can also be noted that while to a lesser degree male subjects reflected the female subjects' perception of female clients presenting intrapersonal problems to female counsellors, the female subjects did not reflect the male subjects' perception that male clients would discuss intrapersonal problems with male counsellors. Female subjects perceived male clients to present intrapersonal problems more frequently when the counsellor was female. Figure IV.1 illustrates the pattern of response for intrapersonal problems. [4]

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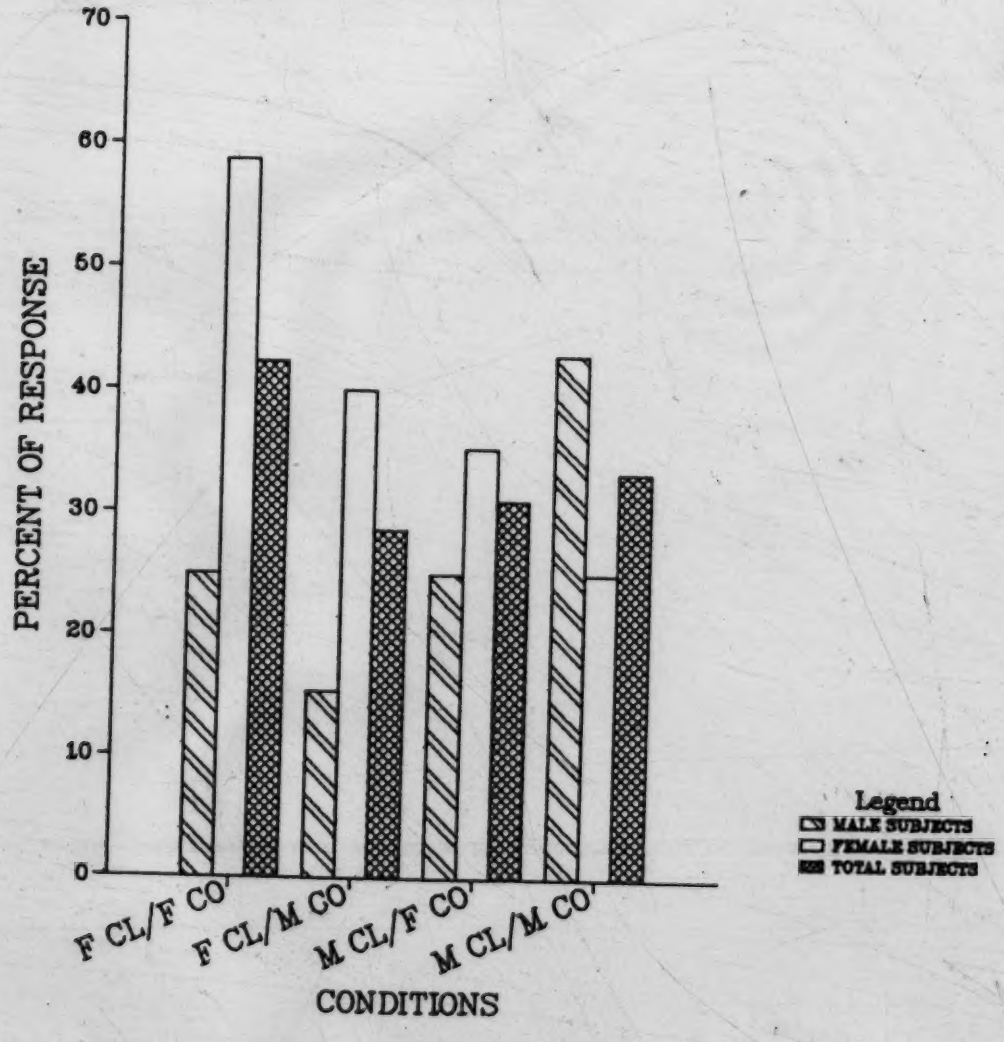
[4] The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F

FIGURE 4.1 INTRAPERSONAL PROBLEMS
PATTERN OF SUBJECT RESPONSE



2. Marital Problem Pattern

   a. Female subjects saw female clients presenting a marital problem more frequently to male counsellors (13.3%) than to female counsellors (11.8%).

   b. Male subjects saw female clients presenting a marital problem more frequently to male counsellors (38.5%) than to female counsellors (18.8%).

   c. Female subjects saw male clients presenting a marital problem frequently to a male counsellor (25%) and infrequently to a female counsellor (5.9%).

   d. Male subjects saw male clients presenting a marital problem frequently to a female counsellor (16.7%) and infrequently to a male counsellor (7.1%).

This distribution of marital problems over the experimental conditions indicates that both male and female subjects perceived marital problems would be an important motivation for a female client in particular to seek counselling. Male subjects saw this problem area to be more important for female clients than female subjects and perceived that female clients would present marital problems most frequently to male counsellors. With male clients, female subjects described marital problems more

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*(cont'd)CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

frequently when the counsellor was male. Male subjects saw male clients presenting marital problems more frequently when the counsellor was female. Figure IV.2 illustrates the subject response pattern for marital problems over the experimental conditions. [5]

3. Vocational/Academic Problem Pattern

   a. Female subjects saw female clients presenting vocational/academic problems to a female counsellor in 5.9% of their responses. No vocational/academic problems were presented by female subjects when there was a male counsellor.

   b. Male subjects saw female clients presenting vocational/academic problems more frequently to a female counsellor (18.8%) than to a male counsellor (7.7%).

   c. Female subjects saw male clients presenting vocational/academic problems more frequently to a male counsellor (18.6%) than to a female counsellor (5.9%).

   d. Male subjects saw male clients presenting vocational/academic problems frequently to both male (28.6%) and female (25%) counsellors.

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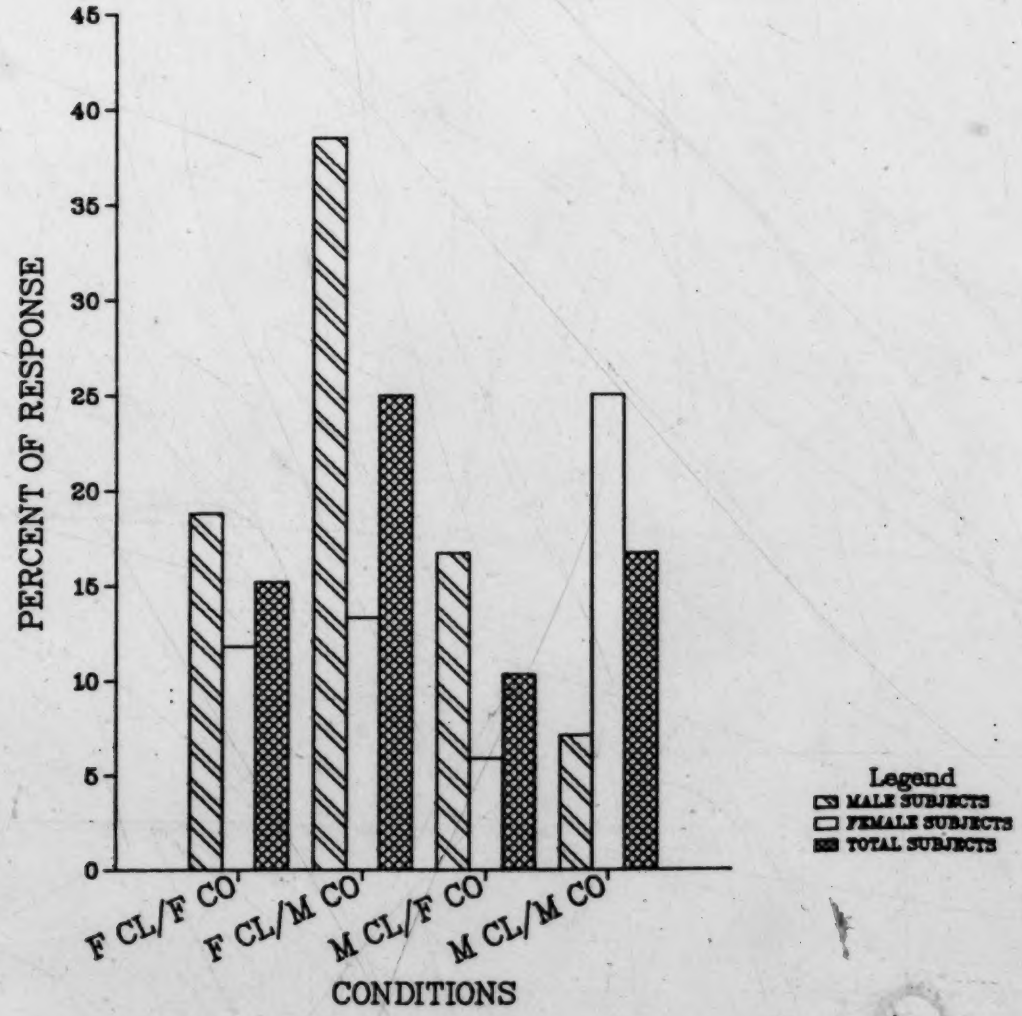
[5] The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.2 MARITAL PROBLEMS PATTERN OF SUBJECT RESPONSE



This distribution suggests that female subjects did not perceive that vocational-academic problems would be a major reason for female clients to seek counselling. When they did present this problem it was with a female counsellor. Although male subjects perceived that this problem area was important to both male and female clients, they saw it as particularly relevant to male clients (when the counsellors were either female or male). Female subjects' responses reflected that male clients would present a vocational-academic problem more frequently when the counsellor was male. Male subject responses' reflected that female clients would present a vocational-academic problem more frequently when the counsellor was female. The vocational-academic response pattern over the experimental conditions is shown in Figure IV.3. ‘

4. Other Observations

   a. Family problems ranked second and third in those experimental conditions in which client and counsellor were of opposite gender. These categories contained 23.5% and 20% of the female subjects' responses but only 8.3% and 7.7% of the male

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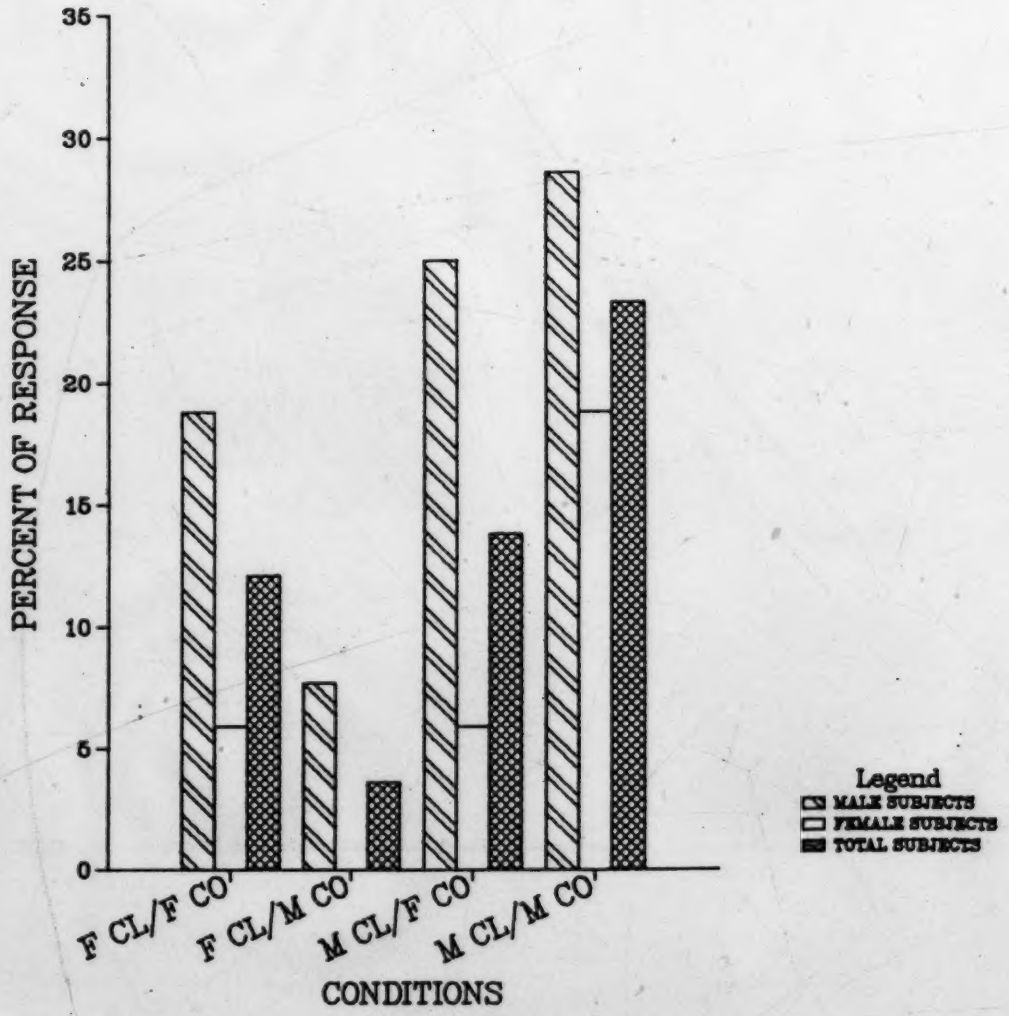
‘ The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.3 VOCATIONAL/ACADEMIC PROBLEMS
PATTERN OF SUBJECT RESPONSE



responses. Thus, female subjects perceived that male and female clients would discuss family problems with counsellors of the opposite gender. Throughout the other experimental conditions, the family problem category was not frequently described by male or female subjects.

B. Counsellor Responses

Like client problems, the counsellor responses described by subjects were assigned to a composite counsellor response category based on agreement among raters. These categorical descriptions of counsellor responses were crosstabulated with the gender variables to obtain the findings presented in this chapter. For the purposes of clarity and easy reference, the counsellor response categories are stated and briefly described below.

1. Client-Centered Response: Counsellor responses that encourage the client to express his or her thoughts and feelings. The counsellor might, for example, support client by acknowledging the difficulty of the situation and by stating his or her willingness to help the client. In this type of response, solutions or directions for change would come from the client and the counsellor would provide an environment to help the client.
2. Analytic Response: Counsellor responses where the

counsellor takes responsibility for identifying and explaining the cause of the client's problem. The counsellor would ask questions about the client's history, and when and how the problem is experienced in order to explain why the problem exists. Identifying, analyzing, explaining and labelling the problem would be characteristic of this response pattern.

3. Positive Thinking Response: Counsellor responses that would try to reassure the client that he/she was not alone with the problem and encourage a more positive perspective. The counsellor might emphasize the good things that are happening and underline the client's strengths rather than focusing on the weakness or problem. Essentially the counsellor would try to reframe the problem situation so the client could see it differently and perhaps be challenged by an opportunity to grow.
4. Solution Responses: Counsellor responses that ranged from giving clients suggestions about how to deal with a problem to giving directives that the client should follow. The theme of all these responses was that the counsellor had an answer for the client's problem.
5. Client-Centered With Analytic Response: Counsellor responses that helped the client to talk about the problem and gave the client some understanding or explanation of the problem.

7. Client-Centered With Solution Responses: Counsellor responses where the counsellor used a client-centered approach and also suggested alternatives for the client to consider.
8. Analytic With Positive Thinking Responses: Counsellor responses that would combine components from an analytic and positive thinking mode. For example, the counsellor may assure the client that the problem they have is shared by many, and affirm the client's decision to come for help and then try to obtain information that would explain why the problem exists.
9. Analytic With Solution Responses: Counsellor responses that would analyze a client's problem and then offer advice as to what should be done.
10. Positive Thinking With Solution Responses: Counsellor responses that would help the client see the problem in a more positive light and offer some concrete suggestions on how to live from this positive perspective.
11. Facetious Responses: Responses presented by subjects that reflected they had not taken the study seriously and had tried to be amusing or sarcastic.
12. No-Rater-Agreement Responses: Counsellor responses where there was no agreement among the raters as to which major category best described the situation presented.

Counsellor responses that had been categorized as facetious or no-rater-agreement were excluded from the

sample before the analysis. Fourteen cases were excluded in total, seven facetious and seven no-rater-agreement. It is interesting to note that six of the facetious responses were provided by male subjects and only one by a female. Of the no-rater-agreement responses, five were provided by male subjects and two by female subjects. The effect of excluding the responses is a considerable drop in the number of male subjects. The sample for the crosstabulation of counsellor response with the gender variables consisted of 50 male and 63 female subjects. To accommodate this imbalance, the findings that follow will be presented and discussed in percentages rather than raw frequencies.

The Distribution Of Counsellor Responses

Table IV.5 presents the distribution of counsellor responses elicited from the subjects who participated in this study. Solution oriented, analytic, positive thinking and client-centered counsellor response categories contained 83.1% of the total subject responses and will be the focus of interest in this section. It is interesting to note how the rank order of the response categories changes when the gender of subject is considered. For male subjects, solution oriented, analytic, positive thinking, and positive thinking/solution ranked as the most significant categories. For female subjects, client-centered, solution oriented, analytic, positive thinking, and analytic-solution ranked as the most significant categories. It is also interesting to

TABLE IV.5
THE DISTRIBUTION OF COUNSELLOR RESPONSE BY GENDER OF SUBJECT

CLIENT PROB. CATEGORY	MALE FREQ. RESP.	MALE % RESP.	FEMALE FREQ. RESP.	FEMALE % RESP.	TOTAL FREQ. RESP.	TOTAL % RESP.
Solution Oriented	19	38.0	15	23.8	34	30.1
Analytic	12	24.0	13	20.6	25	22.1
Positive Thinking	9	18.0	9	14.3	18	15.9
Client - Centered	1	2.0	16	25.4	17	15.0
Analytic and Solution	1	2.0	7	11.1	8	7.1
Positive Thinking and Solution	3	6.0	1	1.6	4	3.5
Client - Centered and Solution	2	4.0	1	1.6	3	2.7
Client - Centered and Analytic	2	4.0	1	1.6	3	2.7
Positive Thinking and Analytic	1	2.0	0	0.0	1	0.9
TOTAL	50	100	63	100	113	100

note that 80% of the male subject responses were contained in their top three ranking categories, while only 69.8% of the female subject responses were contained in their top three ranking categories. The female subject responses were more evenly distributed over five categories while the male subject responses were mainly contained in three categories.

Looking at the percentage distribution in the categories for male and female subjects a few observations can be made.

1. Male subjects described solution oriented counsellor responses in 38% of their responses while female subjects described them in 23.8% of their responses.
2. Male subjects described client-centered responses in 2% of their responses while females described them in 25.4% of their responses.
3. Male subjects gave analytic with solution responses in 2% of their responses while females described them 11.1% of their responses.

Counsellor Responses When Controlling For The Gender Of Client

The distribution of counsellor responses while controlling for the gender of client is summarized in Table IV.6. Without considering the gender of subject, solution oriented, analytic, positive thinking, client-centered and analytic with solution responses were the five most

TABLE IV.6
DISTRIBUTION OF COUNSELLOR RESPONSES: CONTROLLING FOR GENDER OF CLIENT

COUNS. RESP. CATEGORY	MALE CLIENTS						FEMALE CLIENTS					
	M SUBJS.		F SUBJS.		TOTAL		M SUBJS.		F SUBJS.		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Solution Oriented	13	59.1	8	24.2	21	38.0	6	21.4	7	23.3	13	22.4
Analytic	6	27.3	8	24.2	14	25.5	6	21.4	5	16.7	11	19.0
Positive Thinking	1	4.5	7	21.2	8	14.5	8	28.6	2	6.7	10	17.2
Client-Centered	0	0.0	5	15.2	5	9.1	1	3.6	11	36.7	12	20.7
Analytic And Solution	1	4.5	2	6.1	3	5.5	0	0.0	5	16.7	5	8.6
Positive Thinking And Solution	0	0.0	1	3.0	1	1.8	3	10.7	0	0.0	3	5.2
Client-Centered And Solution	0	0.0	1	3.0	1	1.8	2	7.1	0	0.0	2	3.4
Client-Centered And Analytic	0	0.0	1	3.0	1	1.8	2	7.1	0	0.0	2	3.4
Analytic And Positive Thinking	1	4.5	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
TOTAL	22	100	33	100	55	100	28	100	30	100	58	100

important categories when the client was male. When the client was female, the order changed and solution oriented, client-centered, analytic, positive thinking and analytic with solution were most important. When gender of subject is considered while controlling for the gender of client, the following observations can be made:

1. When the client was male, male subjects described counsellors giving more solution oriented responses to problems (59.1%) than when the client was female (21.4%).
2. Female subjects described counsellors giving a similar proportion of solution oriented responses to both male and female clients (24.2% and 23.3%).
3. Male and female subjects described counsellors responding in an analytic manner in similar proportions for male and female clients (27.3%, 24.2%, 21.4%, 16.7%); however this response was given slightly less frequently when the client was female (21.4%,16.7%).
4. Male subjects described counsellors giving more positive thinking responses when the client was female (28.6%) than when the client was male (4.5%).
5. Female subjects described counsellors giving more positive thinking responses when the client was male (21.2%) than when the client was female (6.7%).
6. Female subjects described counsellors giving more client-centered responses when the client was female (36.7%) than when the client was male(15.2%). The only

male subject response in this category was given in the case of a female client (with male counsellor).

Counsellor Responses When Controlling For The Gender Of Counsellor

Table IV.7 summarizes the distribution of counsellor responses when controlling for the gender of counsellor. In this crosstabulation, the rankings of the response categories were the same for male and female counsellors without considering the gender of subject. When gender of subject is considered while controlling for gender of counsellor the following observations can be made:

1. Male subjects described more solution oriented responses when the counsellor was female (50%) than when the counsellor was male (26.9%).
2. Female subjects described more solution oriented responses when the counsellor was male (36.7%) than when the counsellor was female (16.7%).
3. Male subjects described more analytic responses when the counsellor was male (30.8%) than when the counsellor was female (12.1%)
4. Female subjects described more analytic responses when the counsellor was female (24.2%) than when the counsellor was male (16.7%).
5. The positive thinking category contained similar proportions of male and female subject responses in both

TABLE IV.7
DISTRIBUTION OF COUNSELLOR RESPONSES: CONTROLLING FOR GENDER OF COUNSELLOR

COUNS. RESP. CATEGORY	MALE COUNSELLOR						FEMALE COUNSELLOR					
	M SUBJS.		F SUBJS.		TOTAL		M SUBJS.		F SUBJS.		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Solution Oriented	7	26.9	11	36.7	18	32.1	12	50.0	4	12.1	16	28.1
Analytic	8	30.8	5	16.7	13	23.2	4	16.7	8	24.2	12	21.1
Positive Thinking	4	15.4	4	13.3	8	14.3	5	20.8	5	15.2	10	17.5
Client-Centered	1	3.8	6	20.0	7	12.5	0	0.0	10	30.3	10	17.5
Analytic And Solution	1	3.8	3	10.0	4	7.1	0	0.0	4	12.1	4	7.0
Positive Thinking And Solution	2	7.7	0	0.0	2	3.6	1	4.2	1	3.0	2	3.5
Client-Centered And Solution	1	3.8	1	3.3	2	3.6	1	4.2	0	0.0	1	1.8
Client-Centered And Analytic	3	7.7	0	0.0	2	3.6	0	0.0	1	3.0	1	1.8
Analytic And Positive Thinking	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	1	1.8
TOTAL	26	100	30	100	56	100	24	100	33	100	57	100

counsellor gender conditions (15.4%, 13.3%,20.8%, 15.2%). Both male and female subjects saw positive thinking to be an important response for male and female counsellors to give.

6. Female subjects described more client-centered responses counsellor was female (30.3%) than when the counsellor was male (20%). The only male-subject response in this category was given in the case of a male counsellor (with female client).

Counsellor Responses When Controlling For The Gender Of Client And Counsellor

The distribution for counsellor responses while controlling for the gender of the client and the counsellor is summarized in Table IV.8. Although the actual numbers of male and female subjects in each condition are few (10 - 17), it is this crosstabulation that provides the complete analysis of how the pattern of counsellor responses varies when gender of client, counsellor and subject are considered.

With the exception of condition 1 where there is a female client and female counsellor the rank order of the top five response categories was constant across the other conditions, when gender of subject is not considered. In condition 1, solution oriented and client-centered responses shared the first rank and the other categories followed.

TABLE IV.8
DISTRIBUTION OF COUNSELLOR RESPONSE WHEN CONTROLLING FOR GENDER OF CLIENT AND GENDER OF COUNSELLOR

	C I F CLIENT, F COUNSELLOR						C II F CLIENT, M COUNSELLOR						C III M CLIENT, F COUNSELLOR						C IV M CLIENT, M COUNSELLOR					
COUNS. RESP. CATEGORY	M		F		TOTAL		M		F		TOTAL		M		F		TOTAL		M		F		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Solution Oriented	5	35.7	2	12.5	7	23.3	1	7.1	5	35.7	6	21.4	7	70.0	2	11.8	9	33.3	6	50.0	6	37.5	12	42.9
Analytic	3	21.4	3	18.8	6	20.0	3	21.4	2	14.3	5	17.9	1	10.0	5	29.4	6	22.2	5	41.7	3	18.8	8	28.6
Positive Thinking	4	28.6	1	6.3	5	16.7	4	28.6	1	7.1	5	17.9	1	10.0	4	23.5	5	18.5	0	0.0	3	18.8	3	10.7
Client-Centered	0	0.0	7	43.8	7	23.3	1	7.1	4	28.6	5	17.9	0	0.0	3	17.6	3	11.1	0	0.0	2	12.5	2	7.1
Analytic With Solution	0	0.0	3	18.8	3	10.0	0	0.0	2	14.3	2	7.1	0	0.0	1	5.9	1	3.7	1	8.3	1	6.3	2	7.1
Positive Thinking With Solution	1	7.1	0	0.0	1	3.3	2	14.3	0	0.0	2	7.1	0	0.0	1	5.9	1	3.7	0	0.0	0	0.0	0	0.0
Client-Centered With Solution	1	7.1	0	0.0	1	3.3	1	7.1	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	3.6
Client-Centered With Analytic	0	0.0	0	0.0	0	0.0	2	14.3	0	0.0	2	7.1	0	0.0	1	5.9	1	3.7	0	0.0	0	0.0	0	0.0
Analytic With Positive Thinking	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	10.0	0	0.0	1	3.7	0	0.0	0	0.0	0	0.0
TOTAL	14	100	16	100	30	100	14	100	14	100	28	100	10	100	17	100	27	100	12	100	16	100	28	100

When the gender of subject is considered while still controlling for the client/counsellor gender arrangement, several observations of variations in the response distribution can be made.

1. Solution Oriented Response Pattern
   a. Female subjects described female counsellors giving solution oriented responses equally to female and male clients (12.5% and 11.8%).
   b. Male subjects described female counsellors giving solution oriented responses more frequently with male clients (70%) than with female clients (35.7%).
   c. Female subjects described male counsellors giving solution oriented responses more frequently than female counsellors to both female and male clients (35.7%, 37.5%).
   d. Male subjects described male counsellors giving solution oriented responses more frequently to male clients (50%) than to female clients (7.1%).

      This distribution of solution oriented responses suggests that male subjects saw both male and female counsellors providing solution oriented responses more frequently when the client was male. In contrast, female subjects saw male counsellors providing this response more frequently than female counsellors, to both male and female clients. Thus for male subjects, gender of clients was most likely to elicit a solution oriented response, while gender

of counsellor was most likely to elicit this response from female subjects. Another observation in this response category is that male subjects perceived that a female counsellor would be more likely to give this response to a female client than would a male counsellor. Female subjects, on the other hand, perceived that male counsellors would use this response more frequently with female clients than would female counsellors. Figure IV.4 illustrates the pattern of solution oriented responses. [7]

2. Analytic Response Pattern

   a. Female subjects perceived female counsellors to give an analytic response more frequently to male clients (29.4%) than to female clients (18.8%).

   b. Male subjects perceived female counsellors to give an analytic response more frequently to female clients (21.4%) than to male clients (10%).

   c. Female subjects perceived male counsellors to give an analytic response more frequently to male clients (18.8%) than to female clients (14.3%).

   d. Male subjects perceived male counsellors to give an analytic response more frequently to a male client

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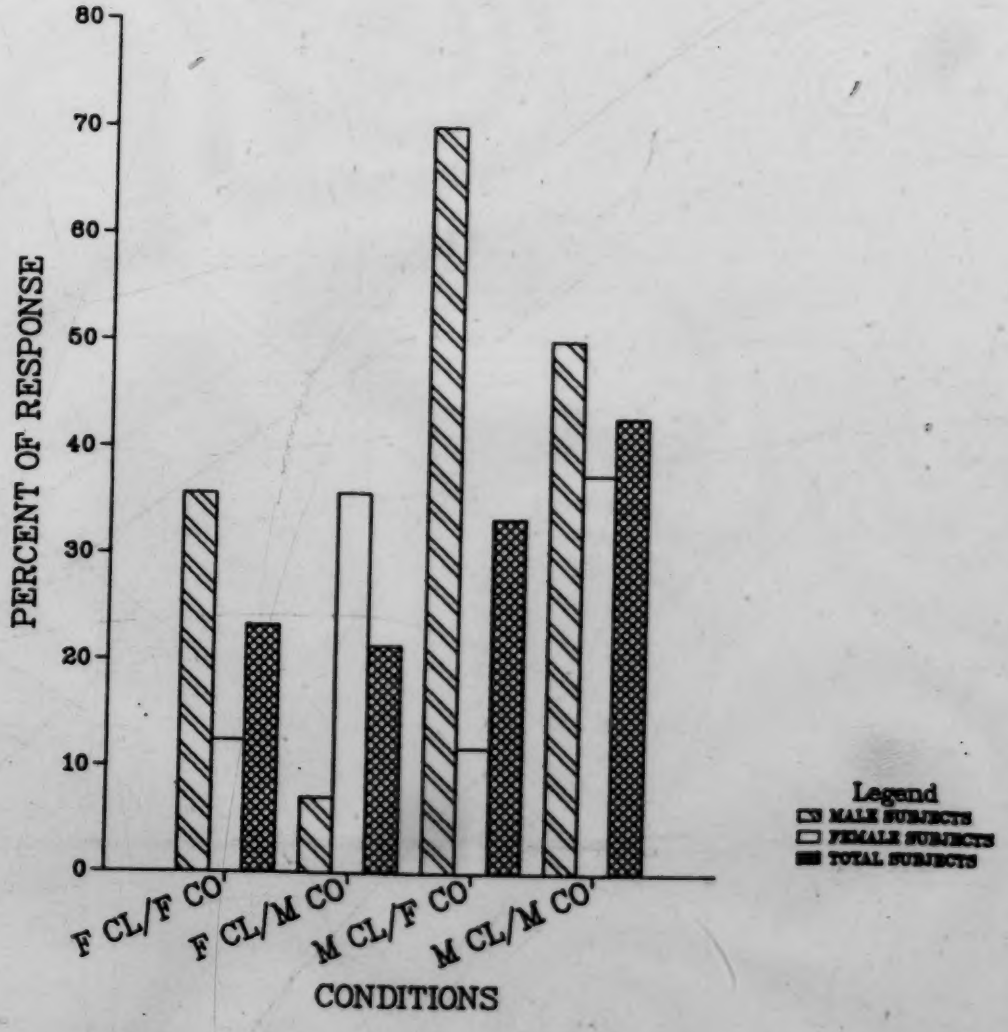
[7] The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.4 SOLUTION ORIENTED COUNSELLOR RESPONSES
PATTERN OF SUBJECT RESPONSE



(41.7%) than to a female client (21.4%).

This distribution of analytic responses indicates that male subjects provided this description of a counsellor response more frequently than female subjects. Male subjects also provided this response most frequently when the counsellor and client were both male. In contrast female subjects provided this response most frequently when there was a female counsellor responding to a male client. Figure IV.5 summarizes the pattern of analytic responses across the experimental conditions for male and female subjects. [a]

3. Positive thinking Response Pattern

   a. Female subjects perceived female counsellors to give positive thinking responses more frequently to male clients (23.5%) than to female clients (6.3%).

   b. Male subjects perceived male counsellors to give positive thinking responses more frequently to female clients (28.6%) than male clients (10%).

   c. Female subjects perceived male counsellors to give positive thinking responses more frequently to male clients (18.8%) than to female clients (7.1%).

   d. Male subjects perceived male counsellors to give

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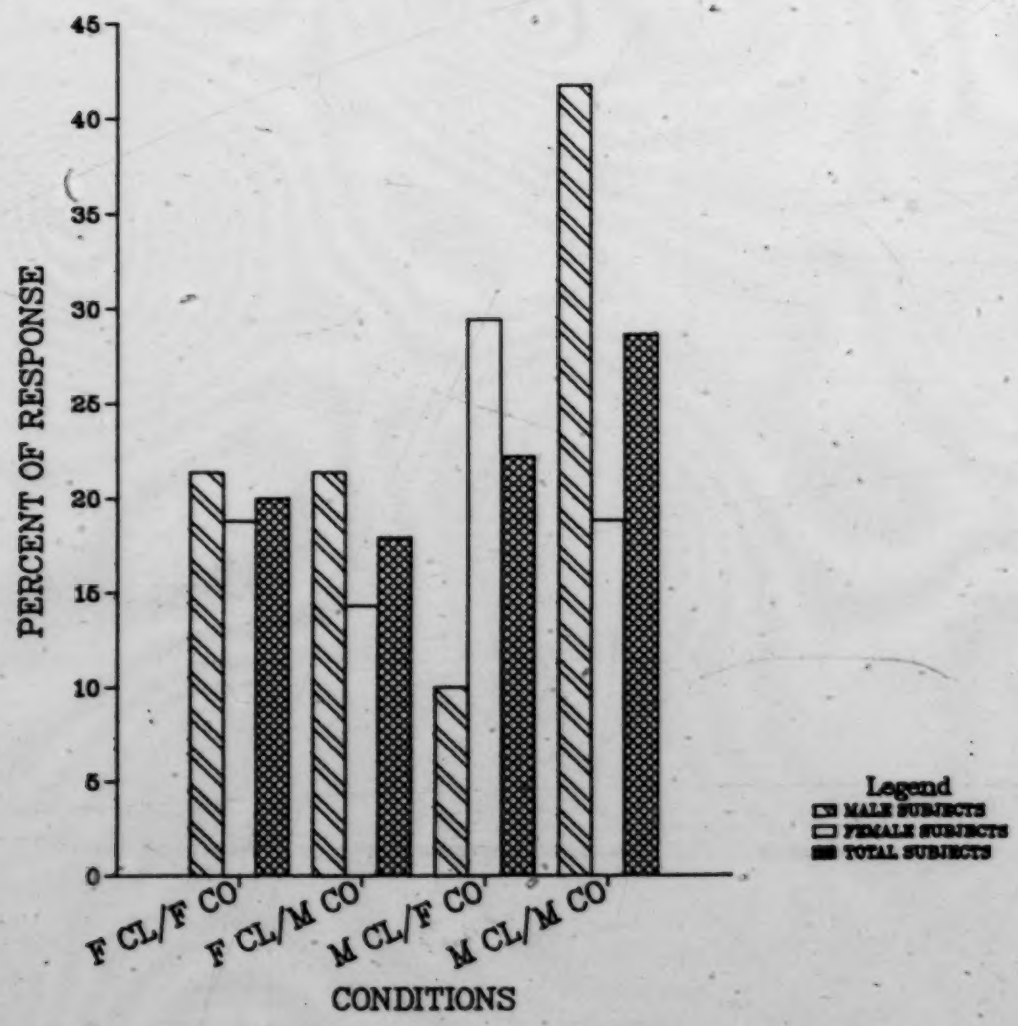
[a] The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.5 ANALYTIC COUNSELLOR RESPONSES
PATTERN OF SUBJECT RESPONSE



positive thinking responses frequently to female clients (28.6%) and not at all to male clients (0%).

The distribution of positive thinking responses indicates that female subjects described this response more frequently when clients in the counselling session were male, while male subjects gave this response more frequently when the clients were female. For both male and female subjects gender of client appeared important than gender of counsellor in eliciting positive thinking responses. Figure IV.6 summarizes the pattern of positive thinking responses across the experimental conditions for male and female subjects. '

4. Client-Centered Response Pattern

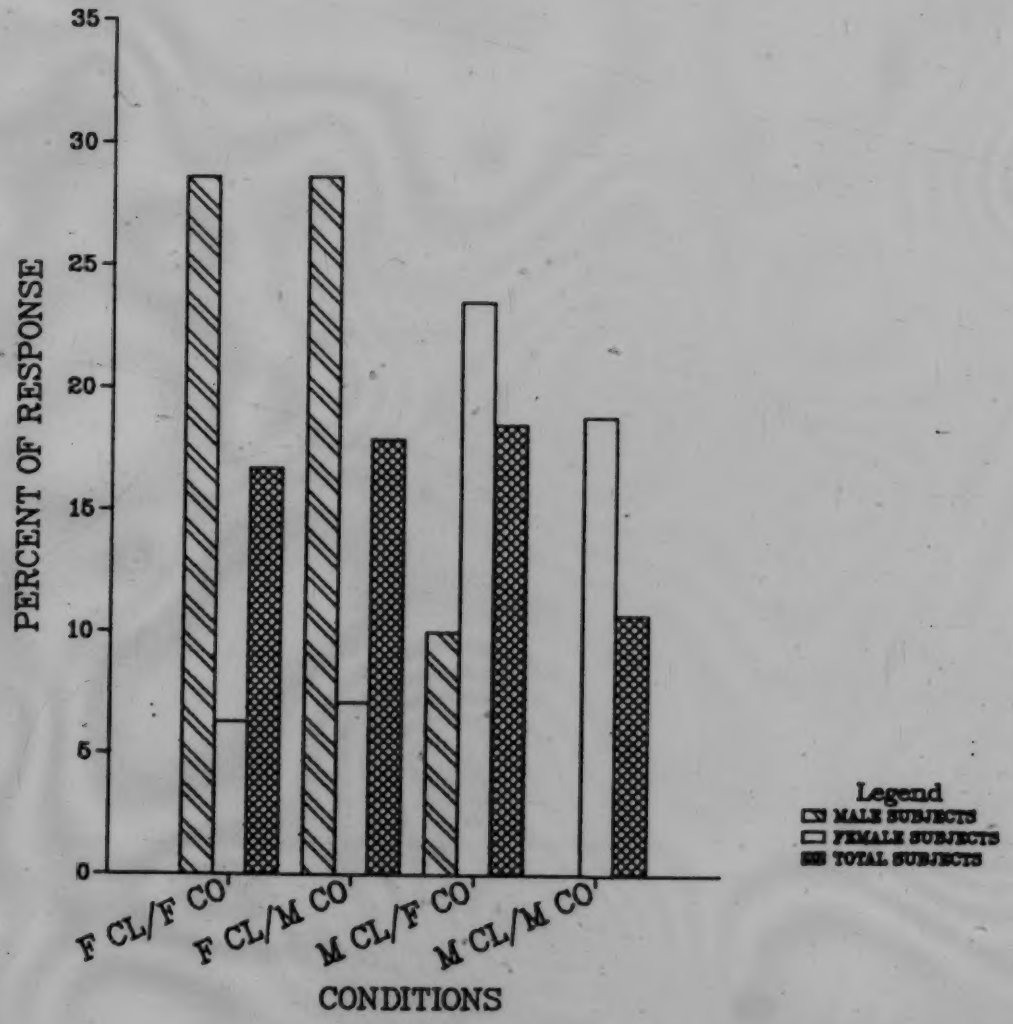
   a. Female subjects perceived female counsellors to give client-centered responses more frequently to female clients (43.8%) than to male clients (17.6%).

   b. Male subjects did not perceive that female counsellors would give client-centered responses to either female or male clients.

   c. Female subjects perceived male counsellors to give client-centered responses more frequently to female clients (28.6%) than to male clients (12.5%).

' The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.6 POSITIVE THINKING COUNSELLOR RESPONSES
PATTERN OF SUBJECT RESPONSE



d. Male subjects described only one case in which a male counsellor gave a client-centered response, and in that instance the client was female.

The distribution of client-centered responses indicates that it was perceived to be an important counsellor response for female subjects only. Female subjects were most likely to describe this response pattern when both client and counsellor were female. However, they also described this response quite frequently when the counsellor was male and the client was female. The frequency of the client-centered response was considerably less when the client in the counselling relationship was Figure IV.7 presents the pattern of client-centered responses across the experimental conditions for male and female subjects. [10]

5. Other Observations: Although the occurrence of the analytic and solution response was infrequent, it is interesting to note that this category was used almost exclusively by female subjects. This category was described once by a male subject when both client and counsellor were male. The other seven descriptions in this category were given by female subjects. For female

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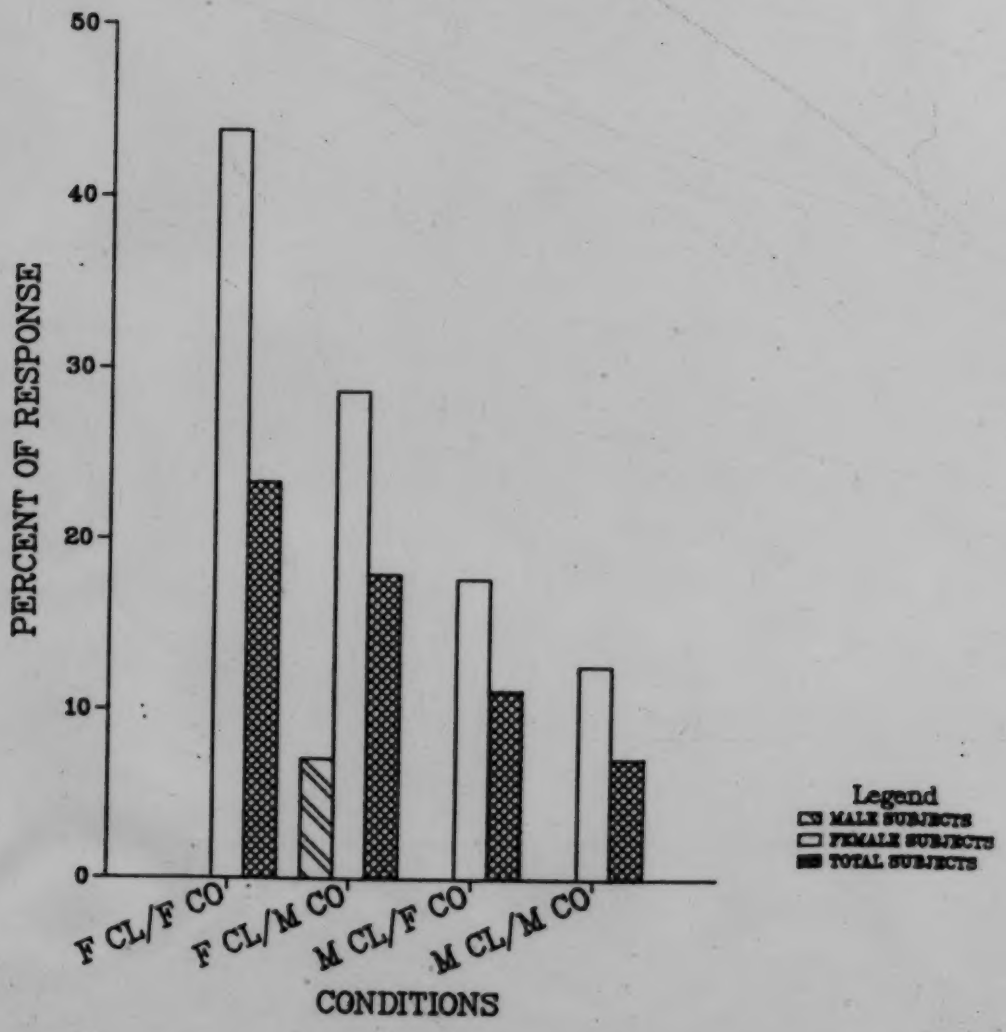
[10] The abreviations F CL, M CL, F CO, M CO, printed along the conditions axis of the figure, refer to the gender arrangement of client and counsellor depicted in the illustrations subjects were responding to. For example, F CL/F CO refers to a female client and a female counsellor; F CL/M CO refers to a female client and a male counsellor; M CL/F CO refers to a male client and a female counsellor; and M CL/M CO refers to a male client and a male counsellor.

FIGURE 4.7 CLIENT CENTRED COUNSELLOR RESPONSES
PATTERN OF SUBJECT RESPONSE



subjects this category was more frequently described when both client and counsellor were female.

C. Interactions of Counsellor Responses and Client Problems

The final section of this chapter presents the distribution of subject responses when the two dependent variables of client problem and counsellor response are crosstabulated. Although it would be ideal to explore how this distribution changes when all the independent variables (gender of subject, client and counsellor) are considered, the sample frequencies are too small to make such a description practical or meaningful. Thus, only the influence of subjects' gender on counsellor responses to client problems will be considered. Since most of the subject responses are contained in the top five client problem categories and the top four counsellor response categories, only these categories will be used in the crosstabulation.

Table IV.9 summarizes how male and female subjects described counsellor responses to clients who presented one of the five major client problems. Without considering gender of subject, the table indicates:

1. Subjects described counsellors giving client-centered responses most frequently when an intrapersonal client problem was given (30.3%). Solution and analytic responses were also major counsellor responses given to

TABLE IV.9
THE DISTRIBUTION OF COUNSELLOR RESPONSES BY CLIENT PROBLEM AND GENDER OF SUBJECT

	MAJOR CLIENT PROBLEM CATEGORIES															TOTAL		
	INTRAPERSONAL FREQ/PERCENT			MARITAL FREQ/PERCENT			VOC./ACAD. FREQ/PERCENT			N-M INTER FREQ/PERCENT			FAMILY FREQ/PERCENT			FREQ/PERCENT		
MAJ. COUNS. RESP. CATEG.	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT
SOLUTION	5	4	9	4	1	5	5	3	8	0	1	1	2	2	4	16	11	27
	50.0	17.4	27.3	40.0	16.7	31.2	50.0	75.0	57.2	0.0	16.7	11.1	66.7	33.3	44.5	44.5	24.4	33.3
ANALYTIC	5	4	9	3	4	7	3	0	3	1	2	3	0	3	3	12	13	25
	50.0	17.4	27.3	30.0	66.6	43.8	30.0	0.0	21.4	33.3	33.3	33.3	0.0	50.0	33.3	33.3	28.9	30.9
POSITIVE THINKING	0	5	5	3	1	4	2	0	2	2	2	4	0	0	0	7	8	15
	0.0	21.7	15.1	30.0	16.7	25.0	20.0	0.0	14.3	66.7	33.3	44.5	0.0	0.0	0.0	19.4	17.8	18.5
CLIENT CENTERED	0	10	10	0	0	0	0	1	1	0	1	1	1	1	2	1	13	14
	0.0	43.5	30.3	0.0	0.0	0.0	0.0	25.0	7.1	0.0	16.7	11.1	33.3	16.7	22.2	2.9	28.9	17.3
TOTAL	10	23	33	10	6	16	10	4	14	3	6	9	3	6	9	36	45	81
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

this client problem (27.3%,27.3%).

2. Subjects described counsellors giving analytic responses most frequently when a marital problem was presented (43.8%).
3. Subjects described counsellors giving solution responses most frequently when a vocational/academic problem was presented (57.2%).
4. Subjects described counsellors giving positive thinking responses most frequently when a non-marital interpersonal problem was presented (44.5%).
5. Subjects described counsellors giving solution responses most frequently when a family problem was presented (44.5%).
6. Overall, solution and analytic counsellor responses were described by subjects most frequently (33.3%, 30.9%).

When the gender of subject is taken into consideration, the following observations can be made:

1. Female subjects described counsellors giving client-centered responses most frequently when an intrapersonal client problem was presented (43.5%).
2. Male subjects described only solution and analytic counsellor responses to intrapersonal problems (50%, 50%).
3. Female subjects described counsellors giving analytic responses most frequently to marital problems (66.6%).
4. Male subjects described solution responses most frequently when a marital problem was presented (40%).

5. When academic/vocational problems were given, both male and female subjects described solution oriented responses most frequently (50%, 75%).
6. Both males and females described counsellors giving positive thinking and analytic responses most frequently when a non-marital interpersonal problem was given (66.7%, 33.3%; 33.3%, 33.3%).
7. Female subjects described counsellors giving analytic responses most frequently when a family problem was given (50%).
8. Male subjects described counsellors giving solution responses most frequently when family problems were presented (66.7%).
9. Overall, client-centered and analytic counsellor responses were described most frequently by female subjects (28.9%, 28.9%).
10. Overall, male subjects described counsellors giving solution responses most frequently (44.5%).

V. SUMMARY AND DISCUSSION OF FINDINGS

The purpose of this study was to explore and describe subject perceptions of client problems and counsellor responses under four experimental conditions that manipulated the gender arrangement of counsellor and client in an individual counselling context. An original instrument was developed and administered, and data were analyzed to obtain the findings which are summarized and discussed in this chapter.

A. Summary of Results

The results presented in chapter four of this study are summarized under three main headings: client problems, counsellor responses, and interactions of counsellor responses and client problems.

Client Problems

Subjects participating in this study described five main problems that a client would bring to counselling. Problems that were intrapersonal in nature were described most frequently by both male and female subjects for both male and female clients. The most frequent mention of intrapersonal problems occurred among female clients with female counsellors. When intrapersonal problems were explored across all four experimental conditions, a pattern emerged indicating that female subjects see female clients presenting intrapersonal problems to female counsellors

while males see male clients presenting intrapersonal problems to male counsellors.

Marital problems were the second most frequent type described by both male and female subjects. Male subjects described more marital problems when the client was female. Female subjects described more marital problems when the counsellor was male. Over the experimental conditions male subjects described female clients presenting marital problems to male counsellors most frequently. When male subjects described male clients as having marital problems, they were with female counsellors more frequently than male counsellors. In contrast female subjects described male clients presenting marital problems more frequently to male counsellors. They described female clients presenting marital problems to both male and female counsellors.

Academic/vocational problems were the third most frequently described type. However, this problem type was more frequently described by male subjects. Both male and female subjects described more academic/vocational problems when the client was male than when the client was female, and they saw that clients would take academic/vocational problems to both male and female counsellors.

Family problems and non-marital-interpersonal problems shared the fourth rank in the types of client problems male and female subjects described. These categories contained primarily female subjects' responses and were described more frequently than academic/vocational problems by female

subjects.

Counsellor Responses

Four counsellor response categories contained most of the subjects' descriptions. The most frequent counsellor response described by subjects was solution oriented. Male subjects described this response more frequently than female subjects. Gender of client elicited a more frequent description of solution response by male subjects, while gender of counsellor elicited a more frequent response for female subjects. Male subjects described this response more frequently when the client was male, while female subjects described it more frequently when the counsellor was male. Over the experimental conditions male subjects perceived that a female counsellor would be more likely to give this response to a female client than would a male counsellor. Female subjects on the other hand perceived that male counsellors would use this response more frequently with female clients than would female counsellors.

The analytic counsellor response was described second most frequently by subjects. Here again more male subjects described this response than female subjects. The analytic response occurred with similar frequency for male and female clients; however, when the counsellor was male more male subjects described analytic responses, and when the counsellor was female more female subjects did so. Over the experimental conditions male subjects described an analytic

response most frequently when counsellor and client were both male, while female subjects provided this response most frequently when there was a female counsellor responding to a male client.

Positive thinking was the third most frequently described counsellor response, and again a greater percentage of male subjects described this response than female subjects. Positive thinking responses occurred most frequently among male subjects when the client was female and among female subjects when the client was male. Female and male subjects described similar proportions of analytic responses for both male and female counsellors.

Although client-centered responses ranked fourth in total frequency, they were the most frequent counsellor response described by female subjects. In fact, this category was almost totally reflective of female subjects. Only one description by a male subject was in this category. Over the experimental conditions, female subjects described client-centered counsellor responses most frequently when both client and counsellor were female, and second most frequently in the case of a male counsellor and female client. The frequency of the client-centered responses decreased considerably when the client was male.

Interactions of Counsellor Responses and Client Problems

Interactions were observed when the counsellor responses described by male and female subjects were

examined for each major client problem. For intrapersonal problems, female subjects most frequently described client-centered counsellor responses, and male subjects solution and analytic responses. For marital problems, female subjects most frequently described analytic counsellor responses, and male subjects solution oriented responses. Both male and female subjects most frequently described solution oriented counsellor responses for academic/vocational problems, and positive thinking and analytic counsellor responses for non-marital interpersonal problems. For family problems, female subjects most frequently described analytic counsellor responses, and male subjects solution oriented responses.

B. Discussion of Findings

An assumption underlying this study has been that gender identity is a complex phenomenon which influences how an individual may perceive and respond to the world around him. The kinds of client problems and counsellor responses that subjects describe have been considered to be a sort of projection of how gender identity may operate to influence perceptions of the individual counselling relationship. As this study did not test to see if the variations in frequency were statistically significant, the findings cannot be used to prove or disprove that males and females perceive the counselling relationship differently or that sex bias or sex stereotyping is evident in subjects'

perceptions. What will be disussed are the responses of a sample population and how these responses varied over the different client/counsellor arrangements portrayed in the experimental conditions. The patterns of response observed in this study will then be discussed in relation to pertinent literature.

In her article "Woman's Place in Man's Life Cycle", Carol Gilligan (1979) presents a developmental perspective that provides a context for understanding some of the findings in this study. She illustrates how theories of the life cycle have taken for their model of human development the lives of men and have failed to account for the exprience of women. Male development is characterized by individuation and defensive firming of the ego boundaries. Female development is characterized by the continuing importance of attachment in the human life cycle. Gilligan explains how emphasis on the male life cycle introduces a bias that promotes a concern with autonomy and achievement at the expense of attachment and intimacy.

Several of the findings presented in this study reflect the different natures of the male and female life cycle. The greater emphasis by female subjects on intrapersonal problems, marital problems, family problems and non-marital interpersonal problems reflects the female developmental model and the sort of problems that would arise from valuing relationship and intimacy over autonomy and achievement. Similarly, the greater emphasis by male subjects on

academic/vocational problems reflects the male developmental model and its emphasis on autonomy and independence. When male and female perceptions of counsellor responses are observed, the male and female life cycles are again reflected. The client-centered responses described almost exclusively by female subjects reflect the importance of feeling and relationship characteristic of the female developmental cycle. The emphasis on solution and analytic counsellor response by male subjects similarly reflects directiveness and rationality characteristic of the male developmental cycle.

Carlson (1981) discusses the implication of male development on male perception and resistance to therapy. Therapy is typically viewed as a relational and feminine process, the antithesis of maleness. Carlson suggests that

> Because male gender identity is threatened by intimacy and relatedness, the male is unlikely to select therapy as a solution to a problem. He is more likely to try to tough it out and attempt to remain unaffected by fortuity. (p. 229).

Herein lies a possible explanation for the numerous facetious responses given by male subjects. Perhaps they did not perceive the counselling relationship as a personal alternative or it was in some way threatening. Thus responding facetiously may have been a way of remaining unaffected or uninvolved with the research.

Although there was greater emphasis by male and female subjects among different categories of client problems and counsellor responses that reflected the different natures of

male and female life cycles, it must be noted that both male and female responses were present in all the categories. Thus not only were there differences in how male and female subjects responded; there was a commonality in their responses. The similarity of male and female responses seems to reflect an observation by Carlson that "Humanness for both men and women requires that masculine and feminine characteristics be in balance in each person" (p. 231).

Beyond developmental theory, other research is related to the findings of this study. Kolie and Bird (1956) found that although men outnumbered women in their sample, the women identified a larger number of problems. A similar finding was observed in this study. Female subjects' descriptions of client problems were distributed over more client problem categories than were those of male subjects. Male subjects' responses focused on three client problem categories, while female subjects' responses were best reflected through four or more client problem categories. Kolie and Bird also found that the problem areas identified by subjects appeared to involve intrapersonal and interpersonal relations (social-psychological relations, personal-psychological relations, courtship, sex and marriage, home and family, moral and religion) and comprised half of the total number of problems identified in all areas. Observing the proportion of client problems that were contained in the intrapersonal, marital, non-marital interpersonal and family problem categories, this study

appears to reflect what Kolie and Bird found. Subjects in both studies perceived that the individual counselling setting provides a context that is conducive to discussing problems of an intrapersonal or interpersonal nature.

The frequency of academic/vocational problems cited by male subjects and the lack of female subjects describing these problems is a finding which presents an opportunity for discussion. Westervelt (1973) suggested that there is a growing awareness and interest in academic/vocational issues among women; however, this study did not obviously reflect such an awareness. Female subjects in this study described these types of problems for male clients but they did not see them as isolated issues for women. For example, several subjects described problems involving a woman having difficulty dealing with the stress of being wife, mother and career woman. Embedding academic/vocational issues in the context of interpersonal, marital or family problems seems to reflect the importance of relationships in the female life cycle. Similarly, the finding that male subjects in this study perceived both female and male clients to have specific academic/vocational problems seems to reflect the independent and achievement dimensions of the male life cycle.

Another interesting finding in this study is how the pattern of response for client problems partially supports the finding of another study that looked at counsellor preference. Boulware and Holmes (1970) found that males

tended to prefer a male therapist for both vocational and personal problems. Females in their study tended to prefer a male therapist for vocational problems but a female therapist for personal problems. In this study female subjects described intrapersonal problems most frequently for female clients with female counsellors. Male subjects described intrapersonal and vocational/academic problems most frequently for male clients and male counsellors. Thus the pattern of response by subjects in this study reflects subject preference for counsellor in the Boulware and Holmes study.

In discussing the findings on subject perceptions of counsellor responses several studies can be mentioned. Kaschak (1978) found that clients rated therapeutic outcome more favorably than did their therapists, and that the ratings differed as a function of the sex of both therapist and client. In a general way, Kaschak's findings help explain the variation in male and female subjects' descriptions of counsellor responses for the different client problems. Tinsley and Harris (1976) found that females indicated a greater expectation of acceptance and males indicated a greater expectation of directiveness from the counsellor. The tendency for male subjects to describe solution oriented responses reflects this finding. Similarily, the almost exclusively female client-centered response category reflects this finding, indicating the expectancy by female subjects for counsellors to be

accepting and nurturing.

In another study, Tinsley and Benton (1978) found male college students indicated a preference that the counsellor would be genuine while female college students indicated preference for directiveness. These findings are consistent with the large portion of female responses contained in the solution and analytic counsellor categories. The overall importance of these responses in this study reflect the perceived importance for counsellors to be directive.

C. Limitations, Implications and Directions for Further Research

> As a method of perception- and that is all science can claim to be- science like all methods of perception, is limited in its ability to collect the outward and visible signs of whatever may be truth. Science probes, it does not prove.
> (Bateson, 1979, p. 32)

From Bateson's perspective, this study, like all science, is limited but has value in its effort to probe. The purpose of this section is to discuss some of the limitations and implications of this study and to present some directions for further research.

Limitations

An assumption of this study was that the illustrations in the questionnaires did represent a gender arrangement stimulus to subjects. However, there was no way of knowing what subjects actually focused on in the experimental conditions. It is possible that the illustrations may have

contained other nonverbal messages that had more influence on subjects' responses than the gender arrangement. Appendix F tabulates how subjects referred to the nonverbal communications they saw in the illustrations. Research has also shown that the way in which a stimulus situation is presented can influence subject responses (Melnick, 1976). If the experimental conditions of this study had been peresented by photograph, video-tape, or written description, subject responses may have been different.

Another limitation involves the handling of the raw data. Categories had to be established to describe the subject responses. It is possible that different researchers would develop different categories. Similarly, the theoretical perspectives of the people rating the raw data may have influenced the categories selected to describe the subject perceptions of client problems or counsellor responses. As the original responses of subjects were often quite varied and complex, it is possible that raters drew on their own theoretical perspectives to rate the responses. It would be interesting to see the client problem and counsellor response categories that a Freudian based researcher and a strategic based researcher might develop. It would also be interesting to see how raters of different theoretical orientation would rate the subject responses.

A third limitation of this study is the extent to which the findings can be generalized. Because of the effort to keep variables such as age, socio-economic status and

culture constant, the inferences that can be made to the larger heterogeneous population are limited. Male and female subjects from a different age group or a different educational background may perceive the problems and responses of clients and counsellors quite differently than the population sampled by this study.

Implications

The implications of this study are primarily theoretical in nature. Several of the findings illustrate nicely how the differing developmental life cycles of males and females can be manifested through the issues brought to counselling and the types of responses that may be expected from counsellors. Although this study cannot clarify the issue of sex bias or sex stereotyping in counselling, it is valuable in illustrating patterns of responses that are thought to be influenced by the concept of gender identity.

Perhaps the most valuable practical outcomes of this study are its implications for counsellor training. It is important for counsellors to be aware of how gender identity influences clients' perceptions and behavior in the social milieu and how that may affect the counselling relationship. Similarily, enhanced awareness of the counsellor's own gender identity and how it operates to influence the counselling relationship should be a goal of counsellor education programs.

Directions for Further Research

The most pleasurable and rewarding part of conducting this study was the discovery of numerous ideas for further research. The experimental design used and the research instrument developed would easily allow for data to be collected on many more people representing a cross-section of ages and situations. Thus, further research could explore patterns of response among larger heterogeneous populations or smaller special populations like the men and women who are nurses.

An interesting avenue for follow-up research would be to explore the reasons why university males give facetious responses in psychology experiments. The results of this type of study may provide support for developmental theorists (Gilligan, 1979; Carlson, 1981).

Another possibility for future research lies in analyzing the subject responses differently. This study focused on categorizing subject response into the type of client problem and counsellor response. An alternative for future research would be to do a more extensive content analysis and describe other variables such as feelings, and interpretations of illustrations. For example, Fuller (1963) and Hill (1975) found that expression of feeling in a counselling session varied with the sex of client and counsellor. The present study would lend itself to a similar analysis by looking at subject descriptions of client and counsellor feelings over the experimental conditions.

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APPENDIX A

APPENDIX A: Subject Information

Gender of Subjects

Male:	61
Female:	66

Age of Subjects

Age ranged between 18 and 25.

Mean age was 19.5

78% of the subjects were between 18 and 20.

Faculty of Subjects

Science	46	(36.2%)
Arts	29	(22.8%)
Engineering	12	(9.4%)
Phys.Ed & Rec.Admin.	10	(7.9%)
Nursing	9	(7.1%)
Business	8	(6.3%)
Ag-For	6	(4.7%)
Education	4	(3.1%)
Home Ec.	2	(1.6%)
Law	1	(0.8%)

Year of Study*

1st Year	75	(59.1%)
2nd Year	36	(28.3%)
3rd Year	6	(4.7%)
4th Year	8	(6.3%)

Psychological Counselling**

Question: Are you presently seeing a counsellor or a psychologist for help with a personal problem?

No: 126 (99.2%)

Question: In the last two years, have you seen a counsellor or psychologist for help with a personal problem?

Yes: 6 (4.7%)

No: 120 (94.5%)

* Two subjects did not respond to this question.

** One subject did not respond to this question.

APPENDIX B

APPENDIX B: Experimental Condition I

The Individual Counselling Relationship
Perceptions of Client Problems and Counsellor Responses

Introduction

The study you are participating in today is being conducted in partial fulfillment of the Master of Education Degree in Counselling Psychology. The purpose is to explore how individuals outside a counselling relationsip (i.e. individuals who are not counsellors or clients of counselling practitioners) view the individual counselling relationship.

Individual counselling can be briefly described as a relationship between a person who asks for help with a psychological problem (the client) and a person who is trained to provide that help (the counsellor). The general purpose of counselling is to help people of all ages in a variety of settings cope constructively with the business of being human in their relationships with themselves, others and their world. Of specific interest to this study, is your description of a problem you think might motivate an individual to seek counselling and how you think a counsellor might respond to a client's problem.

The success of this research depends on your serious consideration and response to the situation presented and the questions asked. Your answers are confidential. Thank you for your cooperation and participation in this study.

Instructions

Please complete all questions in the order they are asked. Remember, your answers are confidential.

Subject Information

Gender: Male_____ Female_____

Age:_____

Faculty:_____ Year:_____

Are you presently seeing a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

In the last two years have you seen a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

This illustration is of a conversation occurring in the context of an individual counselling session. The woman on the right is a counsellor and the woman on the left has come to see her with a problem. Client and counsellor have met for the first time in this session. In this illustration the client is telling the counsellor about the problem that has motivated her to seek help.

Please write a description of the problem you think may have motivated this client to seek help through counselling. What is she saying?

This illustration is of the same conversation occurring in the first session of an individual counselling context. In this illustration the counsellor (the woman on the right) is responding to the problem the client (the woman on the left) has presented.

Please write a description of how you think the counsellor responds to the client and the problem you have previously described. What is she saying?

Thank you again for your participation in this study. Please check to see that you have answered all the questions.

As there will be a debriefing session immediately following, you are invited to return to your seat and wait until everyone has completed the questionnaire. Any questions you have about the study may be asked at this time. Thank you.

APPENDIX C

APPENDIX C: Experimental Condition II

The Individual Counselling Relationship
Perceptions of Client Problems and Counsellor Responses

Introduction

The study you are participating in today is being conducted in partial fulfillment of the Master of Education Degree in Counselling Psychology. The purpose is to explore how individuals outside a counselling relationsip (i.e. individuals who are not counsellors or clients of counselling practitioners) view the individual counselling relationship.

Individual counselling can be briefly described as a relationship between a person who asks for help with a psychological problem (the client) and a person who is trained to provide that help (the counsellor). The general purpose of counselling is to help people of all ages in a variety of settings cope constructively with the business of being human in their relationships with themselves, others and their world. Of specific interest to this study, is your description of a problem you think might motivate an individual to seek counselling and how you think a counsellor might respond to a client's problem.

The success of this research depends on your serious consideration and response to the situation presented and the questions asked. Your answers are confidential. Thank you for your cooperation and participation in this study.

Instructions

Please complete all questions in the order they are asked. Remember, your answers are confidential.

Subject Information

Gender: Male_____ Female_____

Age:_____

Faculty:_____ Year:_____

Are you presently seeing a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

In the last two years have you seen a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

This illustration is of a conversation occurring in the context of an individual counselling session. The man on the right is a counsellor and the woman on the left has come to see him with a problem. Client and counsellor have met for the first time in this session. In this illustration the client is telling the counsellor about the problem that has motivated her to seek help.

Please write a description of the problem you think may have motivated this client to seek help through counselling. What is she saying?

This illustration is of the same conversation occurring in the first session of an individual counselling context. In this illustration the counsellor (the man on the right) is responding to the problem the client (the woman on the left) has presented.

Please write a description of how you think the counsellor responds to the client and the problem you have previously described. What is he saying?

Thank you again for your participation in this study. Please check to see that you have answered all the questions.

As there will be a debriefing session immediately following, you are invited to return to your seat and wait until everyone has completed the questionnaire. Any questions you have about the study may be asked at this time. Thank you.

APPENDIX D

APPENDIX D: Experimental Condition III

The Individual Counselling Relationship III
Perceptions of Client Problems and Counsellor Responses

Introduction

The study you are participating in today is being conducted in partial fulfillment of the Master of Education Degree in Counselling Psychology. The purpose is to explore how individuals outside a counselling relationsip (i.e. individuals who are not counsellors or clients of counselling practitioners) view the individual counselling relationship.

Individual counselling can be briefly described as a relationship between a person who asks for help with a psychological problem (the client) and a person who is trained to provide that help (the counsellor). The general purpose of counselling is to help people of all ages in a variety of settings cope constructively with the business of being human in their relationships with themselves, others and their world. Of specific interest to this study, is your description of a problem you think might motivate an individual to seek counselling and how you think a counsellor might respond to a client's problem.

The success of this research depends on your serious consideration and response to the situation presented and the questions asked. Your answers are confidential. Thank you for your cooperation and participation in this study.

Instructions

Please complete all questions in the order they are asked. Remember, your answers are confidential.

Subject Information

Gender: Male_____ Female_____

Age:_____

Faculty:_____ Year:_____

Are you presently seeing a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

In the last two years have you seen a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

This illustration is of a conversation occurring in the context of an individual counselling session. The woman on the right is a counsellor and the man on the left has come to see her with a problem. Client and counsellor have met for the first time in this session. In this illustration the client is telling the counsellor about the problem that has motivated him to seek help.

Please write a description of the problem you think may have motivated this client to seek help through counselling. What is he saying?

This illustration is of the same conversation occurring in the first session of an individual counselling context. In this illustration the counsellor (the woman on the right) is responding to the problem the client (the man on the left) has presented.

Please write a description of how you think the counsellor responds to the client and the problem you have previously described. What is she saying?

Thank you again for your participation in this study. Please check to see that you have answered all the questions.

As there will be a debriefing session immediately following, you are invited to return to your seat and wait until everyone has completed the questionnaire. Any questions you have about the study may be asked at this time. Thank you.

APPENDIX E

APPENDIX E: Experimental Condition IV

The Individual Counselling Relationship
Perceptions of Client Problems and Counsellor Responses

Introduction

The study you are participating in today is being conducted in partial fulfillment of the Master of Education Degree in Counselling Psychology. The purpose is to explore how individuals outside a counselling relationsip (i.e. individuals who are not counsellors or clients of counselling practitioners) view the individual counselling relationship.

Individual counselling can be briefly described as a relationship between a person who asks for help with a psychological problem (the client) and a person who is trained to provide that help (the counsellor). The general purpose of counselling is to help people of all ages in a variety of settings cope constructively with the business of being human in their relationships with themselves, others and their world. Of specific interest to this study, is your description of a problem you think might motivate an individual to seek counselling and how you think a counsellor might respond to a client's problem.

The success of this research depends on your serious consideration and response to the situation presented and the questions asked. Your answers are confidential. Thank you for your cooperation and participation in this study.

Instructions

Please complete all questions in the order they are asked. Remember, your answers are confidential.

Subject Information

Gender: Male_____ Female_____

Age:_____

Faculty:_____ Year:_____

Are you presently seeing a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

In the last two years have you seen a counsellor or psychologist for help with a personal problem?

Yes_____ No_____

This illustration is of a conversation occurring in the context of an individual counselling session. The man on the right is a counsellor and the man on the left has come to see him with a problem. Client and counsellor have met for the first time in this session. In this illustration the client is telling the counsellor about the problem that has motivated him to seek help.

Please write a description of the problem you think may have motivated this client to seek help through counselling. What is he saying?

This illustration is of the same conversation occurring in the first session of an individual counselling context. In this illustration the counsellor (the man on the right) is responding to the problem the client (the man on the left) has presented.

Please write a description of how you think the counsellor responds to the client and the problem you have previously described. What is he saying?

Thank you again for your participation in this study. Please check to see that you have answered all the questions.

As there will be a debriefing session immediately following, you are invited to return to your seat and wait until everyone has completed the questionnaire. Any questions you have about the study may be asked at this time. Thank you.

APPENDIX F

APPENDIX F: Subject Self-report

A. Subject Self-Report

Subjects in both data collection sessions were asked if there was anything in the questionnaire that had triggered their response. Listed below are the answers which subjects volunteered to this question.

1. The pictures gave ideas about the kind of problem being discussed.
2. Expressions on clients' and/or counsellors' faces, i.e., the person thought the client looked anxious, depressed or sad.
3. The word *counsellor*, i.e. the individual thought of faculty counsellor.
4. Age of client and counsellor. Some subjects perceived the client and counsellor to be young or not of a similar age while others thought there was a difference in age.
5. Past experience. Some subjects indicated that they were aware of what happened in the counselling relationship and drew on this knowledge.
6. Body language. The subject observed that the client or counsellor were using their hands to express feeling and appeared to be nervous.
7. The knowledge that it was the client's time as described in the explanation above the illustration. The individual felt the content of a first session would not

be too complex or risky.

8. That the client was alone in the interview, i.e., was not a couple or a family suggested to some subjects that the problem described would be of a more personal nature.

B. References to Illustrations in the Raw Data

Due to the unknown influence of the nonverbal communication contained in the illustrations, a record of subjects' references to the illustrations was kept. Some summary observations from this record are described below.

1. 18.9% of the subjects referred to the illustrations when they described the client's problem.
2. More references were made about the emotional state and hand gestures of the client when the client in the illustration was female.
3. More references were made about body position when the client in the illustration was male.
4. 15.7% of the subjects referred to the illustrations when they described the counsellor response to the client's problem.
5. More references were made about body position when the counsellor in the illustration was female.
6. More references were made about emotional state when the client and counsellor in the illustration were both male.
7. In describing the client's problem and counsellor's response subjects also referred to the facial

expression, dress, age and general appearance of the people in the illustrations.

APPENDIX G

APPENDIX G: Code Categories for Client Problems

Major Category 1:

Intrapersonal Problems

11 anxiety, stress, depression, anger. described as an internal emotional problem not related to a specific context such as school or family.

12 self esteem, self confidence, self identity or existential crisis.

13 death of loved one.

14 moral conflict or other internal conflict.

15 suicide.

16 other intrapersonal problem.

Major Category 2:

Non-marital Interpersonal Problems

21 specific interpersonal, i.e. friend, girlfriend or boyfriend.

22 general social situations.

23 marriage choice.

24 sex role identity and relation to world.

25 sexual.

26 problem related to counsellor.

27 other non-marital interpersonal problems.

Major Category 3:

Marital Problems

31 communication in marriage.

32 arguing, fighting.

33 general marital stress and conflict.

34 sex in marital relationship.

35 financial problem in marriage.

36 conflict over home *versus* other involvements (sex role conflicts).

37 marital breakdown, separation, divorce.

38 other marital problem.

Major Category 4:

Other Family Problems

41 parent problem with children.

42 son/daughter problem with parent.

43 stress of balancing child rearing and domestic responsibilities with other responsibilities.

44 changing family roles, i.e. transition through years.

45 other family problems.

Major Category 5:

Vocational - Academic Problems

51 job dissatisfaction.

52 career decision.

53 academic choice.

54 employment information.

55 stress of job or academic life.

56 unemployment.

57 relationships with others on job.

58 other vocational/academic

Major Category 6:

Other Problems

61 alchohol and drug abuse.

62 financial without context.

63 coming for help for someone else.

64 violent crime.

65 facetious responses.

66 other.

APPENDIX H

APPENDIX H: Code Categories for Counsellor Responses

Major Category 1:

Client-Centered Responses

11 questioning to encourage expression of feeling or further discussion of situation.

12 paraphrasing, reflection of feeling and content.

13 support and understanding.

14 helps client name own choices and alternatives.

15 indicates client must solve own problem but will be there to support.

16 Rogerian.

17 other client-centered type response.

Major Category 2:

Analytic Responses

21 questions for more information.

22 labels problem or defines the problem and its source.

23 analyzes feeling or situation.

24 explains, interprets or clarifies.

25 judgemental or opinionated.

26 marital: refers to the involvement of the spouse to understand problem.

27 other analytic type responses.

Major Category 3:

Positive Thinking Responses

31 suggests a different positive emphasis, i.e. understand other's position.

32 encourages positive thinking and attitude in client, i.e. pep talk.

33 refers to the positive characteristics of client.

34 offers reassurance that what is happening is normal and the client is not alone.

35 minimizes, plays down the problem.

36 other positive thinking responses.

Major Category 4:

Solution Responses

41 offers general or non-specific solution, suggestion or advice.

42 offers clear directives on what client should do.

43 provides therapeutic techniques or interventions as solution, i.e. have client list pros and cons of available alternatives and make change based on best choice.

44 refers to other services, programs or agencies.

45 other solution response.

Major Category 5:

Other Responses

51 any responses which do not fit into the above categories.

52 facetious responses.

APPENDIX I

APPENDIX I: Sample of Subject Responses and Rater Descriptions

Please write a description of the problem you think may have motivated this client to seek help through counselling. What is she saying?

Subject Response

The woman has a drinking problem. She is seeking help because apparently she has become an alcoholic. This problem has affected her family life, personal life as well as social life. If she does not quit, her husband will probably leave her (so she thinks). She has resorted to child beating to let out her frustrations.

She seeks someone to talk to and is in need for comfort. The client feels very confused, run-down (fatigued), and feels she has no future goal in life.

Rater Description

R1 Code 61 - Other problem concerned with alcohol and drug abuse.

Code 33 - Marital problem involving general stress and conflict.

R2 Code 61 - Other problem concerned with alcohol and drug abuse.

Code 41 - Other family problem involving children.

R3 Code 61 - Other problem concerned with alcohol and drug abuse.

Code 33 - Marital problem involving general stress and conflict.

Please write a description of how you think the counsellor responds to the client and the problem you have previously described. What is he saying?

Subject Response

Counsellor suggests a program which may help her drinking problem. There are many types of programs which deal with drug and alcohol abuse involving just the individual or the whole family. Usually when the matter deals with the husband wanting to leave his wife, the program will involve himself also.

Thus in this case the counsellor will refer the woman to a choice of programs (or put her on one of his own -- under his supervision).

He probably will ask questions about stress, her personal life, other relationships (male, female), her feelings, and tells her it is important to open up. He comforts her by telling her that he is available whenever she needs to talk.

He tells her to go out and do things, get involved with herself (physical activities) in order to put time aside for herself away from the family as well as resorting to drinking (to her it's a relief from pressure, etc.).

Rater Description

R1 Code 11 - Client-centered response of questioning to encourage client expression.

Code 44 - Solution response of referral to other services, programs or agencies.

R2 Code 42 - Solution response offering clear directives on what client should do.

Code 23 - Analytic response to analyze feeling or situation.

R3 Code 42 - Solution response offering clear directives on what client should do.

Code 44 - Solution response of referral to other services.

APPENDIX J

APPENDIX J: Composite Descriptions

Criteria:

Before an item can be coded in the categories 1 - 10 of the composite client problems or the composite counsellor responses, the following criteria must be met.

1. One major code category must occur in the raters' description of an item (client problem or counsellor response) A minimum of three times out of a maximum of six.
2. Two major codes must occur twice, representing four out of a possible six descriptors.

Composite Client Problems

1. Intrapersonal
2. Non-marital interpersonal
3. Marital
4. Family Problem
5. Vocation/Academic
6. Other or other in combination with 1 - 5
7. Intrapersonal and non-marital interpersonal
8. Intrapersonal with marital or family
9. Vocational/Academic with 1 - 4
10. Marital and family
11. Facetious
12. No rater agreement

Composite Counsellor Response

1. Client-centered
2. Analytic
3. Positive thinking
4. Solution
5. Client-Centered and analytic
6. Client-centered and positive thinking
7. Client-centered and solution
8. Analytic and positive thinking
9. Analytic and solution
10. Positive thinking and Solution
11. Facetious
12. No rater agreement